DOCUMENT RESUME

ED 244 502 EC 162 822

| | |
|---|---|
| TITLE | Increasing Career and Life Skills for Handicapped Youth through a Specialized Instructional Program in the Arts. Final Report. |
| INSTITUTION | National Committee, Arts for the Handicapped, Washington, D.C. |
| SPONS AGENCY | Special Education Programs (ED/OSERS), Washington, DC. |
| PUB DATE | 30 Nov 80 |
| GRANT | G007902260 |
| NOTE | 260p.; Cover page title reads: An Arts Program for Handicapped Adolescents. Career and Life Skills Project. For related documents, see EC 162 792-793. |
| PUB TYPE | Guides - Classroom Use - Guides (For Teachers) (052) -- Reports - Descriptive (141) |
| EDRS PRICE | MF01/PC11 Plus Postage. |
| DESCRIPTORS | *Art Activities; Basic Skills; Career Education; Daily Living Skills; *Disabilities; Interpersonal Competence; *Severe Disabilities; *Student Educational Objectives |
| IDENTIFIERS | *Career And Life Skills Project |

ABSTRACT

The report describes first year accomplishments of the Career and Life Skills Project, an approach using the arts to enhance basic skills development of moderately and severely handicapped youth. Among major accomplishments reviewed are staff selection, experimental site selection, conduct of writing seminars for staff, and development and documentation of initial field test materials. Problems and deviations in activities are noted, including modifications in project implementation procedures. Among products described is the Specialized Instructional Program (SIP) guidebook which focuses on seven instructional goals and 24 related objectives in three areas (personal-social skills, daily living skills, and occupational guidance and preparation skills). The guidebook, which is appended, also includes a teacher's manual, instructions and forms for carrying out the evaluation of arts activities, activity worksheets, and lists of resources and suggestions for implementing arts activities. (CL)

**********
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
**********

U.S. DEPARTMENT OF EDUCATION
NATIONAL INSTITUTE OF EDUCATION
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)
☐ This document has been reproduced as received from the person or organization originating it.
☐ Minor changes have been made to improve reproduction quality.
• Points of view or opinions stated in this document do not necessarily represent official NIE position or policy.

ED244502

7902260

CAREER AND LIFE SKILLS PROJECT:

# AN ARTS PROGRAM FOR HANDICAPPED ADOLESCENTS

The National Committee
Arts For The Handicapped

EC 16 2822

NOVEMBER 30, 1980

# INCREASING CAREER AND LIFE SKILLS FOR HANDICAPPED YOUTH THROUGH A SPECIALIZED INSTRUCTIONAL PROGRAM IN THE ARTS

GRANT # G007902260

FINAL REPORT


THE NATIONAL COMMITTEE* ARTS FOR THE HANDICAPPED

| Eileen Daniels | Stanley Mopsik | Yvette Valente |
|---|---|---|
| PROJECT DIRECTOR | ASSOCIATE DIRECTOR | EXECUTIVE DIRECTOR |

TABLE OF CONTENTS


| | | |
|---|---|---|
| 1.0 | Introduction | 1 |
| 1.1 | Rationale | 1 |
| 1.2 | Project Purpose | 1 |
| 1.3 | Project Background | 2 |
| 2.0 | Accomplishments - Year One | 3 |
| 2.1 | Selection of NCAH Staff | 3 |
| 2.2 | Selection of Project Consultants | 3 |
| 2.3 | Selection of Advisory Group | 4 |
| 2.4 | Selection of Experimental Sites | 4 |
| 2.5 | Designation of Project Site Teams | 6 |
| 2.6 | Orientation Meeting | 7 |
| 2.7 | Writing Seminars | 7 |
| 2.8 | Collection of Base-line Data | 9 |
| 2.9 | Development and Documentation of Initial Field Test Materials | 9 |
| 2.10 | Evaluation Activities | 10 |
| 3.0 | Problems and Deviations | 11 |
| 3.1 | Project Personnel | 11 |
| 3.2 | Changes in Project Site Locations | 11 |
| 3.3 | Administrative Constraints | 12 |
| 3.4 | Alterations in Project Implementation Procedures | 12 |
| 4.0 | First Year Products: A Specialized Instructional Program ("S.I.P.") Guidebook | 14 |
| 4.1 | Intent of "S.I.P." Guidebook | 14 |
| 4.2 | Organization of "S.I.P." Guidebook | 14 |
| 4.3 | Procedures for Utilizing Guidebook | 15 |
| 4.4 | Specialized Instructional Program: Field-Test Materials | |

TABLE OF CONTENTS


5.0 Evaluation Activities - Year One . . . . . 17

5.1 Selection of Instrumentation . . . . . 17

5.2 Development of Instrumentation . . . . . 20

5.3 Descriptive Data on Subjects . . . . . 23

5.4 Evaluation Report - Year One . . . . . 27

6.0 Appendices . . . . . 32

6.1 NCAH Staff Resumes

6.2 Primary Consultant Resumes

6.3 Project Advisory Group

6.4 Project Site Teams

6.5 Career and Life Goals and Objectives

6.6 Project Organization Chart

6.7 Attitudinal Scale

6.8 Other Research Evaluation Instruments

# 1.0 INTRODUCTION

## 1.0 Introduction

This section of the report includes introductory material in three areas. Section 1.1 briefly reviews the project's rationale. In Section 1.2 a summary of the project's overall purpose is presented. Finally, Section 1.3 provides general background information through a synopsis of the project's major areas of activity during Year One.

## 1.1 Rationale

In the last decade, changes in public policy toward handicapped individuals have been accompanied by alterations in the attitudes and approaches toward their education. One major area of change has been the growth of public and professional interest in the application of the arts to the teaching-learning process. Historically, experiences in and through the arts have been valued for their contribution to the quality of life of both handicapped and non-handicapped individuals. However, only recently has their potential contribution to the development of basic skills among handicapped persons been a subject of serious investigation. Still another major area of change has been the growing conviction that education must provide career development opportunities to individuals with moderate and severe handicaps, including those with lower intellectual functioning. Historic patterns of schooling for these individuals which prepared them to live and work in restrictive, segregated environments have been rendered anachronistic by recent legislation. It has become apparent that if education is to successfully prepare moderately and severely handicapped individuals to develop their full potential for community living and working it must focus specifically on the development of those skills which facilitate and assure their passage into the society at large in the least restrictive environment possible.

## 1.2 Project Purpose

The Career and Life Skills Project, directed by the National Committee, Arts for the Handicapped (NCAH), evolved in response to these interests. Funded in 1979 by the Research Branch of the Bureau of Education for the Handicapped's Division of Innovation and Development, this project set out to develop and assess the impact of a Specialized Instructional Program ("S.I.P.") which utilizes the arts to enhance the career and life skills of moderately and severely handicapped youth. Like other programs undertaken through The National Committee, Arts for the Handicapped, the goal of this project is to add to the body of research which explores the notion that arts strategies can be effectively used to teach basic skills to handicapped children and youth.

The specific focus of the Career and Life Skills Project is to investigate and document the role the arts may play in developing the skills of moderately and severely handicapped youth in three areas generally regarded as essential to their successful career and life adjustment -- personal and social skills, daily living skills and occupational guidance and preparation skills.

## 1.3 Project Background

Activities of the Career and Life Skills Project's first year were primarily developmental in nature serving three broad areas of project interest -- development, implementation and evaluation. Activities in the area of development included but were not limited to the selection of NCAH project staff to design and execute project goals; the identification of field consultants to provide specialized expertise in a number of areas; the identification of project sites; the selection of Site Team Leaders and members at each experimental site; the designation of approximately 200 moderately and severely handicapped youth to serve as experimental subjects; and the development of initial materials constituting the Specialized Instructional Program.

Major accomplishments in the area of implementation involved operationalizing project site teams to participate in all development and evaluation activities. These activities ranged from the collection of base-line data on experimental subjects; the identification and development of specific career and life instructional objectives; to the development of arts activities utilized in the initial field-test materials.

Finally, activities in the area of evaluation were primarily formative in nature. Included in this area were the selection and/or development of appropriate instrumentation, the codification and analysis of base-line data on both site team members and experimental subjects; and the solicitation of continuous feedback from a variety of sources on the efficacy of project activities.

The specific activities and accomplishments relevant to each of these areas are documented in detail in sections 2.0, 4.0 and 5.0 of this report.

# 2.0 MAJOR ACCOMPLISHMENTS - YEAR ONE

## 2.0 Major Accomplishments - Year One

This section reviews the major accomplishments of Year One in a development sequence.

### 2.1 Selection of NCAH Staff

NCAH personnel with background and expertise in the areas of special education, research and administration were selected to carry out project activities. (See resumes Appendix 6.1) Included are Project Director, Eileen Daniels, with responsibility for overseeing all substantive and programmatic functions of the project; NCAH's Associate Director Stanley Mopsik, with responsibility for monitoring and supervisory functions; NCAH's Executive Director, Bette Valenti, to assure fulfillment of project workscope. JoEllen Morrell, NCAH's Director of Research and Evaluation, was designated to provide assistance as needed with the project's Responsive Evaluation component.

### 2.2 Selection of Project Consultants

To assure the provision of highly specialized services in the area of evaluation, special education curriculum design and the arts, individuals, highly qualified in each field (see Appendix 6.2 for resumes of primary consultants) were selected to serve the project in a consultative capacity as follows:

- Curriculum Consultant: Dr. Helen Almanza, whose expertise in special education has been enlisted in numerous national curriculum development efforts, has reviewed and critiqued initial field-test materials of the Specialized Instructional Program. She has reviewed the materials relative to elements of conceptual content, materials design and utility to special educators.

- Third Party Evaluator: Dr. William Reynolds of the University of Wisconsin has served as the project's third-party evaluator. In this capacity he has observed and been apprised of the project activities and has compiled and analyzed quantitative data. Dr. Reynolds has also participated in developing a field-test version of an attitudinal scale related specifically to program content.

- Arts Resource Consultants: Individuals with special expertise in the arts and special education were selected to assist in reviewing and developing specific arts activities for initial implementation materials.

## 2.3 Selection of Advisory Group

An advisory group of leaders representing the fields of career and vocational education for the handicapped, research, and development and implementation of arts programs for the handicapped was selected (see Appendix 6.3). This group has provided advice, guidance and recommendations regarding project activities and products on an as-needed basis.

## 2.4 Selection of Experimental Sites

Four geographically diverse public schools were identified to serve as project sites. Site selection was based on the following criteria:

- availability of approximately 50 moderately and severely handicapped youth (ages 13-21) to participate in the Specialized Instructional Program
- availability of district staff with sufficient interest and/or resources in the arts and special education to participate in the project's development, evaluation and implementation activities
- ability to participate in all project data collection activities
- ability to designate an individual able to carry out the responsibilities of a Site Team Leader
- abiltiy to designate special education teachers to serve as Site Team Members participating in implementation and evaluation activities

A brief description of each site delineating its programmatic and personnel resources follows:

ADAMSON JUNIOR HIGH SCHOOL
Clayton County Schools
Morrow, Georgia

The Clayton County School System serves a population of approximately 36,000. The county's fifty-five secondary level SMR/TMR students attend Adamson Junior High School. Adamson's special education staff includes five teachers, a lead teacher, five aides and an itinerant theraputic staff. The program is designed so that four teachers instruct in specific curriculum areas including language arts, math, vocational education, home living, and physical education. Like the rest of the school population, the students change classes on the bell system.

The special education program in Clayton Country has always felt

a special commitment to the arts. Through the Music Therapy Department students have participated in various dance, drama, music and art programs in the area. For several years, Adamson's TMR Christmas play has been THE festivity of the holiday season and in recent years the "Very Special Arts Festival" has highlighted the spring. Adamson's program also benefits from its proximity to the many arts resources and activities available in nearby metropolitan Atlanta.

DOUGLAS COMMUNITY SCHOOL
Loudoun County Schools
Leesburg, Virginia

The Douglas Community School in Leesburg, Virginia serves approximately 300 students with a variety of handicapping conditions. The school makes available to its students a full range of special education services which include speech, music and physical therapy. This site offers unique opportunities for collaborative efforts within The Loudoun County community. The College for Living and Every Citizen Has an Opportunity (E.C.H.O.) are examples of potentially rich local resources. Project E.C.H.O. for example, which works collaboratively wtih the Loudoun County Schools to provide moderately and severely handicapped students prevocational experiences, offers a unique arts infused program which utilizes the arts in all phases of its work with clients. During year-one Project E.C.H.O. was a coparticipant in project activities, particularly in the identification of goals and objectives appropriate to the domain of occupational guidance and preparation.

THE DIGGS INTERMEDIATE SCHOOL
Winston-Salem/Forsyth County Schools
Winston-Salem, North Carolina

The Diggs Intermediate School has a population of 537 students. Fifty-nine of the students are registered in classes for the trainably mentally handicapped and are served by four full-time teachers and eight assistants. Program opportunities for handicapped students at Diggs are rich and varied. Teenagers change classes like other teenagers in the Winston-Salem/Forsyth Couny School. Every studetn has the opportunity to participate in shop, home economics and vocational preparation programs. Handicapped students at Diggs also receive the services of the physical education teacher, the librarian and the guidance counselor. In addition to a full compliment of special education services, Diggs has a histroy of deep commit ment to the arts. It is a pilot school in the Arts in Basic Curriculum program. Diggs has hosted a four-week dance residency and continues to make dance training available for its students. The School recently received a grant from the Arts Council to establish an in-school photography program which actively involves all students. As part of its volunteer service program, two professors from Winston-Salem State University share their talents in music and visual arts with handicapped students at Diggs.

THE WOODSIDE SCHOOL
Highline Public Schools
Beattle, Washington

The Woodside School serves a population of 200 students who range in age from 10-21 years. Of this number approximately 50 students are within population range of the Career and Life Skills Project. Woodside's students are provided with an array of specialized services which augment their regular education programs. Small classes, especially trained staff and a variety of vocational and work experiences assure all students opportunities for success. In addition to school resources, this site will catalyze community resources by working cooperatively with local organizations committed to infusing the arts into a meaningful career education program for the handicapped. The Burian Arts Council, the Cornish Institute of Allied Arts in Seattle and the Highline Community College are examples of potentially rich local resources.

One of the four first year sites, the Douglas Community School, was designated to serve as a Pilot Site. This site had additional responsibilities relative to providing timely feedback to NCAH regarding the materials development phase of project activities.

## 2.5 Designation of Project Site Teams

At each experimental site a Project Site Team consisting of at least one Site Team Leader and up to five Site Team Members was identified (see Appendix 6.4) and operationalized.

- Site Team Leaders
  All Site Team Leaders are individuals with administrative authority at the local district level who have carried out the following Project responsibilities:
  - provided administrative oversight of project development, implementation and evaluation activities at their site
  - coordinated project activities at the local level
  - served as a liaison between the project site and NCAH
- Site Team Members
  All Site Team Members are special education teachers who regularly work with handicapped youth participating in the program and who have carried out the following project responsibilities:
  - collected baseline data on handicapped youth participating in the Specialized Instructional Program

- participated in the Writing Seminars or material development workshops held at each experimental site

- participated in on-site project coordination meetings

## 2.6 Orientation Meeting

An Orientation Meeting whose purpose was to review project goals, objectives and procedures was held in early March, 1979, in Salt Lake City, Utah. The meeting, which was conducted by the Project Director, was attended by Site Team Leaders/ Administrators from three experimental sites and the Project's Third Party Evaluator (see Section 3.2 for explanation of three site representation). Details of project activities were described, responsibilities clarified, research and data collection activities reviewed and explained. A project calendar was agreed upon, and a forum provided for voicing questions and concerns regarding project activities.

## 2.7 Writing Seminars

Site Team Leaders and Site Team Members at three experimental sites, The Diggs School, Woodside School and Douglas/Project Echo Site, participated in a series of writing seminars held during the second half of the project year. The purpose of the meetings was to enlist the participation of Site Team Members and Leaders in the development of instructional materials for the Specialized Instructional Program. Descriptions of the specific activities of these meetings are provided below:

- First Writing Seminar
  A series of writing seminars was held during April, 1980, with three sites participating in the development phase of the Career and Life Skills Project. The purpose of these meetings was to identify and develop specific instructional goals and related objectives regarded by teachers as essential to the career and life skill needs of moderately and severely handicapped youth. Objectives developed during these meetings were to become the focus of arts activities and strategies developed with site team members during subsequent meetings.

  Meetings which were conducted by the Project Director were attended by Site Team Leaders and Members. In addition, each site was free to invite other school district personnel or community resource persons appropriate and/or interested in project activities.

  At each meeting, an overview of project goals, objectives and activities was presented and an opportunity for questions

and answers provided. Definitions and major understandings of career education for handicapped persons were presented. A model for developing instructional goals and objectives for severely and moderately handicapped youth was also provided and explained. Three curriculum domains---Personal Social Skills; Daily Living Skills; and Occupational Guidance and Preparation Skills---adopted from Brolin's Life Centered Career Education were suggested as overall areas for which specific competencies might be specified.

Finally, each participant was supplied with several samples of commercially prepared and locally adopted career education objectives to assist in generating ideas for developing instructional objectives. Participants, under the leadership of the Project Director, then generated instructional goals and related behavioral objectives through group discussions.

The instructional goals and related objectives identified by special educators as essential to the career and life skills of moderately and severely handicapped youth are presented in Appendix 6.5 of this report.

- Second Writing Seminar

A second series of writing seminars was held in May, 1980 at the three project sites participating in the development phase of the Specialized Instructional Program. Each meeting was attended by the Site Team Leader and Site Team Members. In addition, at their own discretion and expense, sites sometimes invited other school district or community personnel who might be interested in participating in the development and/or implementation of project activities.

The purpose of the meetings was to 1) to develop arts activities to be utilized by classroom teachers to teach career and life skills to moderately and severly handicapped youth and 2) to review and evaluate curriculum goals and objectives developed by participants during previous meetings.

During meetings, conducted by the Project Director, participants in small groups, determined by their interest and/or expertise in an art area, to develop specific arts activities.

Samples of Arts Activities developed by teachers during the writing seminars are found in the initial field-test materials found in Section 4.0 of this report.

- Third Writing Seminar

A third writing seminar was conducted in July, 1980. The purpose of the seminar was to solicit the input of Arts Resource Consultants relative to the development

of specific arts activities to be included in the field-test materials for the Specialized Instructional Program. Consultants with expertise in the areas of Visual Arts, Dance/Movement, Drama and Music attended the seminar and provided assistance in reviewing and modifying arts activities developed by special educators and in developing new activities in their area of expertise.

## 2.8 Collection of Base-line Data on Student Participants

In order to obtain base-line data which would provide a fully descriptive profile of the sample population, student subjects were assessed on a wide-range of potentially relevant variables. Data was collected on all subjects at project sites participating in Year One development activities. Salient variables on which data was solicited included:

- subject's sex
- subject's age
- subject's primary and secondary handicapping conditions, as determined by school records
- subject's level of intellectual functioning (I.Q.) as assessed by the Stanford Binet WISC-R or other psychometrically valid measures of intellectual development
- subject's achievement tests scores in reading, math and spelling, as assessed by the Peabody Individual Achievement Test, The Wide Range Achievement Test or other standard measures of academic achievement
- subject's general level of academic functioning, as assessed by teacher judgement
- subject's level of adaptive behavior functioning, as assessed by the Adaptive Behavior Scale or the Vineyard

A statistical profile of the subject sample as described by these variables will be presented in Section 5.0 of this report.

## 2.9 Development and Documentation of Initial Field-Test Materials for the Career and Life Skills Specialized Instructional Program

A guidebook of arts activities designed to meet the identified career and life skills needs of moderately and severely handicapped youth was developed as a culmination of Year One activities. The guidebook, entitled Career and Life Skills Project: An Arts Program for Handicapped Adolescents, includes a teacher's implementation guide, a selection of arts activities related to three instructional areas---Personal Social Skills,

Daily Living Skills, and Occupational Guidance and Preparation Skills---evaluation materials, and other arts-related resources intended to assist teachers in implementing the program. The materials in the Guide are an outgrowth of the project's Year One development activities and are intended to provide the basis of Year Two's implementation and field-testing activities. A detailed description, an analysis, and a copy of the Guide is presented in Section 4.0 of this report.

## 2.10 Evaluation Activities

Evaluation activities for the project's first year have been primarily formative in nature. They involved the review and selection of commercially available measures with which to evaluate project impact on students; the development of a parent/teacher attitudinal scale whose content is specifically relevant to the Career and Life Project; the development of a content-referenced assessment measure to assist teachers in tracking students' progress through the Career and Life Skills Specialized Instructional Program; and the development of measures with which to carry out the project's Responsive, or Evaluator/Observer, Evaluation component. Also included in the area of evaluation has been the compilation and analysis of base-line data collected on student objectives. Finally evaluative feedback, both formal and informal in nature, has been solicited throughout the project year to determine the efficacy of project activities. Descriptive summaries of these activities are presented in Section 5.0 of this report.

# 3.0 PROBLEMS AND DEVIATIONS

## 3.0 Problems and Deviations

While the major project goals and objectives delineated in the original proposal were met during year one, numerous administrative changes and complex impending events at NCAH (See Continuation Request, Section 3.4), necessitated some changes in the manner and calendar of implementation activities. These changes are reviewed in sections 3.1 - 3.4.

### 3.1 Project Personnel

A series of personnel changes at NCAH occuring between September, 1979, and March, 1980, impacted upon the Career and Life project personnel structure. On October 1, 1979, the original Project Director, Wendy Perks, the Executive Director of NCAH resigned her position with NCAH. At that time, Dr. Louise Appell was named Project Director: Dr. Appell functioned in that capacity between October 1, 1979, and March 1, 1980. During this period Eileen Daniels, the present Project Director, functioned as Project Coordinator. On March 1, 1980, Dr. Appell resigned her position with NCAH. At that point Ms. Daniels assumed the responsibilities of Project Director. In June, 1980 Bette Valenti became NCAH's Executive Director; Eileen Daniels was officially named Project Director; and Stanley Mopsik was hired as NCAH's Associate Director with 20% of his time allocated to administrative oversight of project activities. An organization chart reflecting project personnel responsibilities appears in Appendix 6.6.

### 3.2 Changes in Project Site Location

In late October, 1979, the four community centers identified as first year sites in the original proposal were found to serve a population discrepant in age and number from that identified in the original proposal. Attempts to locate other community centers, revealed similar population discrepancies. Accordingly, it was decided that project sites would be located in public schools whose populations were age and handicap appropriate. Potential public school sites were identified, and reviewed for their appropriateness to criteria during November and December, 1979. Four public school sites were then selected as follows:

- Woodside School, Highline School District, Seattle, Washington.
- Diggs School, Winston-Salem/Forsyth County Schools, Winston-Salem, North Carolina.

- Douglas Community School, Loudoun County Schools, Seesburg, Virginia.

- Fletcher Miller School, Lakewood County Public Schools, Lakewood, Colorado.

In March, 1980, the Fletcher Miller School withdrew from the project. Subsequently the Adamson Junior High School of the Clayton County Schools in Morrow, Georgia was selected to replace the Fletcher-Miller School as the fourth project site. These four sites are currently functioning as second-year sites.

## 3.3 Administrative Constraints

During January and February, 1980, unavoidable temporary fiscal constraints at the National Committee Arts for the Handicapped necessitated the postponement of all program activities involving expenditures beyond the maintenance of daily activities. Consequently all project activities requiring active field-site participation during that period were postponed until the second half of the project year beginning March, 1980.

## 3.4 Alterations in Project Implementation Procedures

The circumstances described in sections 3.1, 3.2 and 3.3 required that some changes be made in the design and calendar of project implementation activities. These changes which were fully described in the Continuation Request submitted for FY81 are summarized below:

- On-site implementation activities which were scheduled to take place throughout the project year were rescheduled to take place during the second half of the project year. It should be noted that all major activities did take place as planned. These are fully described in section 2.0 of this report.

- Project research and evaluation activities were designed to be primarily formative rather than summaries summative in nature. Year one data collection activities on student subjects were designed to focus on the collection of data which would describe rather than evaluated the student population. Pre and post testing of students measure impact of instructional intervention was postponed until year two of the project when students could be systematically exposed to the materials of the Specialized Program in a manner which was of significant duration and systematization to assure a reasonable opportunity for measurable impact.

- Consultant services with expertise in the areas of arts and special education curriculum development have been added as a project component. The use of arts consultant services was necessitated by the changes in project sites from community centers with artists in residence to public schools where varying levels and areas of expertise in the arts existed. Consultant services in the area of special education curriculum were added to insure that the Specialized Instructional Program developed met the needs of the special educators and students for whom it is intended.

- Assessment instruments described in the original proposal were reexamined for their appropriateness to the public school setting of project sites. The determination was made that the Social and Prevocational Inventory - Form T replace the PAC and that an additional scale for teachers and parents be developed specific to the needs and goals of the career and Life Skills Specialized Instructional Program. These instruments are described in section 5.2.

# 4.0 FIRST YEAR PRODUCTS

## 4.0 First Year Products: A Specialized Instructional Program (SIP) Guidebook

A guidebook of arts activities, in field-test version, was produced as a culmination of year-one activities. The guidebook entitled, "The Career and Life Skills Project: An Arts Program for Handicapped Adolescents," addresses seven instructional goals and twenty-four related objectives in three areas -- Personal-Social Skills; Daily Living Skills and Occupational Guidance and Preparation Skills. Also included in the guidebook are a teacher's manual; instructions and forms for carrying out the evaluation of arts activities; activity worksheets; and a series of appendices listing resources, references and suggestions to assist teachers in implementing arts activities. The intent, content and procedures for utilizing the guide are described in this report in sections 4.1, 4.2 and 4.3 respectively. A copy of guide materials is presented in section 4.4.

### 4.1 Intent of "SIP" Guidebook

The intent of the guidebook is to provide site team members at each project site with a specific set of arts activities with which to begin implementing the Specialized Instructional Program with their moderately and severely handicapped youth. The arts activities included, which address approximately half of the total number of career and life skills identified by educators during year one of the project are to be implemented by site team members between October 6, 1980 and January, 1981. Activities focusing on the remaining goals and objectives will be developed throughout year two and will be added to the guidebook for implementation and field-testing purposes.

It should be noted that arts activities are to supplement, not supplant teachers' work in these important skill areas. They are intended to serve as resources for motivating, reinforcing and enhancing students' career and life skills, not to provide the sole basis on which they are taught.

### 4.2 Organization of "SIP" Guidebook

The guidebook, a tabulated, three-hole punched binder design, has been organized to maximize flexible utilization by teachers. The guide was reviewed by the projects' curriculum consultant, Dr. Helen Admanza and judged by her to be well conceptualized, well organized, well written and well suited for the purposes for which it was intended. Arts activities are formatted and organized so that they may be selected according to curriculum units, specific instructional goals and objectives or art modalities. The three curriculum domains - Personal-Social Skills; Daily Living Skills and Occupational Guidance and

Preparation Skills are indicated by separate tabulated sections of the binder. The specific instructional goal and objective to which each art activity is related appear in separate boxes on the worksheet and are indicated by two and three digit numbers respectively (e.g. Related Goal 1.1; Related Objective 1.1.1). A cross reference of goals and objectives by art activity is provided in the teacher's manual. The art modality in which activities are presented is indicated by a color and symbol code also explained in the teacher's manual.

All arts activities are presented in a standard format which is fully explained in the teacher's guide. The format is intended to provide teachers with a clearly delineated step-by-step guide to implementing the art activity. Illustrations are also provided to assist teachers in visualizing either a process or product associated with the activity.

The evaluation section of the guidebook provides teachers with specific instructions for completing an evaluation form of each art activity. Key factors considered in the evaluation form of each activity include the clarity, sequence, specificity and inclusiveness of instructions; the utility in teaching/reinforcing the objective; the ease of implementation; the appropriateness to student population. Space is also provided for suggested modifications.

4.3 Procedures for Utilizing Guidebook

Procedures for implementing arts activities are outlined in the teacher's manual. They include general guidelines, a series of questions and answers which anticipated common questions and concerns as well as a section entitled "Additional Hints", outlining a number of suggested teaching strategies. Those implementation procedures which all site team members are strongly advised to observe are presented below:

- Each of the 45 arts activities provided in the initial guide are to be field-tested between October, 1980 and January, 1981.

- Arts activity lessons are to occupy an average minimum of 75 - 100 minutes of weekly instruction. Scheduling may be arranged in a manner best suited to the programming needs at each site. However, daily or alternate day scheduling is suggested.

- An Arts activity evaluation form is to be completed. Forms will be filled out as soon as possible after completing an activity in order to assure the accuracy of information.

- Arts activities are to be infused into or used in conjunction with an ongoing program of instruction in career and life skills. They are meant to supplement, not supplant students' regular special education programs.

- The arts activities in the guide are to be adapted and modified to meet the students' special needs (i.e. handicapping condition). Minor alterations are to be noted on the activities evaluation form. Substantial adaptations are to be recorded on blank activity forms and a brief explanation provided.

Site team members from all four experimental sites who were to utilize the guide during year-two received in-service training on the guide's content and utilization procedures at an in-service meeting held at the beginning of year-two.

NOTE

SECTION 5.0 FOLLOWS PAGE A-12
OF THE FIELD-TEST GUIDE

## 4.4 SPECIALIZED INSTRUCTIONAL PROGRAM: FIELD-TEST MATERIALS

# INITIAL FIELD TEST MATERIALS

Career and Life Skills Project

Funded By

U.S. Department of Education

Office of Special Education

( Research Division )

Grant No. G007902260

Eileen Daniels
Project Director

Eileen Lehman
Project Officer

The material presented herein was developed throught a grant from the Office of Special Education, Department of Education. The opinions expressed, however, do not necessarily reflect the position or policy of the U.S. Department of Education and no official endorsement by the U.S. Department of Education should be inferred.

The National Committee ☆ Arts for the Handicapped
*An educational affiliate of the John F. Kennedy Center for the Performing Arts*
Suite 801, 1701 K Street N.W., Washington, D.C. 20006

# CAREER AND LIFE SKILLS PROJECT

## BACKGROUND

In the last decade, changes in public policy toward handicapped individuals have been accompanied by alterations in the attitudes and approaches toward their education. One major area of change has been the growth of public and professional interest in the application of the arts to the teaching-learning process. The extent of this interest is well indexed by the specific inclusion of the arts in Senate Bill Report No. 94-168 which stated:

> "The use of the arts as a teaching tool for the handicapped has long been recognized as a viable, effective way, not only of teaching special skills, but also of reaching youngsters who had otherwise been unteachable. The Committee envisions that programs under this bill could well include an arts component and, indeed, urges that local educational agencies include the arts in programs for the funded under this Act. Such a program could cover both appreciation of the arts by the handicapped youngsters and the utilization of the arts as a teaching tool per se."

The Career and Life Skills Project, coordinated by the National Committee, Arts for the Handicapped, evolved in response to this interest. Funded in 1979 by the Bureau of Education for the Handicapped's Division of Innovation and Development, this project set out to develop and assess the impact of a Specialized Instructional Program, (S.I.P.), which infuses the arts into the teaching of basic career and life skills to moderately and severely handicapped youth.

CAREER AND LIFE SKILLS PROJECT

INTRODUCTION

The materials presented in this guide are an outgrowth of the Career and Life Skills Projects' first year of operation. A teacher's guide, a collection of arts activities, evaluation materials and resources to assist in implementing the program are included. The present arts activities address approximately half of the instructional goals and objectives which special educators participating in the program have identified as basic to the educational programs of their moderately and severely handicapped students. These activities will provide the initial basis for the project's second year research, implementation and field-testing efforts. Throughout the course of the year, new activities will be added to the guide and existing ones modified in preparation for final field-testing in the project's third year.

TABLE OF CONTENTS

Content and Organization of Guide Materials..... G-1

Arts Activity Format..... G-3

Activity Evaluation Forms..... G-4

Activity Worksheets..... G-5

Appendixes..... G-5

Use of the Guide..... G-6

Additional Hints.....G-11

Cross Reference of Arts Activities
by Instructional Goals and Objectives.....G-13

Comprehensive List of Objectives.....G-18

## CONTENT OF ARTS ACTIVITY GUIDE

This arts activity guide is intended to serve as a resource as you teach your moderately and severely handicapped students basic career and life competencies. The guide has been organized to maximize its flexibility and to facilitate your utilization of it. Activities are formatted and organized so that they may be selected according to curriculum units, specific instructional goals and objectives, or art modalities. The three types of organization are described in the following sections.

### Organization by Unit

Three curriculum domains or units are addressed by the present arts activities:

| | |
|---|---|
| Personal Social Skills | (1.0) |
| Daily Living Skills | (2.0) |
| Occupational Guidance and Preparation Skills | (3.0) |

The arts activities related to the goals and objectives of each of the units are found in separate sections of your binder. These sections are designated by printed tabs bearing the names of the unit. The unit title is also printed in the upper right-hand corner of the first page of each arts activity worksheet.

### Organization by Instructional Goals and Objectives

A complete list of instructional goals and objectives appears on page 18 of the guide. The instructional goal and objective to which each arts

activity is related appear in separate boxes in the upper left hand corner of the activity worksheet's first page. They are indicated by two and three digit numbers respectively (e.g. Related Goal - 1.1; Related Objective - 1.1.1). A cross reference of instructional goals and objectives by art form, activity number and activity title is presented in Figure A found on pages 13 through 17 of the guide.

## Organization by Art Form

Within each section the art form or modality in which a lesson is presented is indicated by the color of the activity worksheets.

| Art Form | Color Code |
|---|---|
| Visual Art | Gold |
| Dance/Movement | Lime |
| Drama | Buff |
| Music | Orange |

The art form is also denoted by a symbol appearing in the upper right-hand quadrant of the arts activity worksheet's first page.

Visual Art

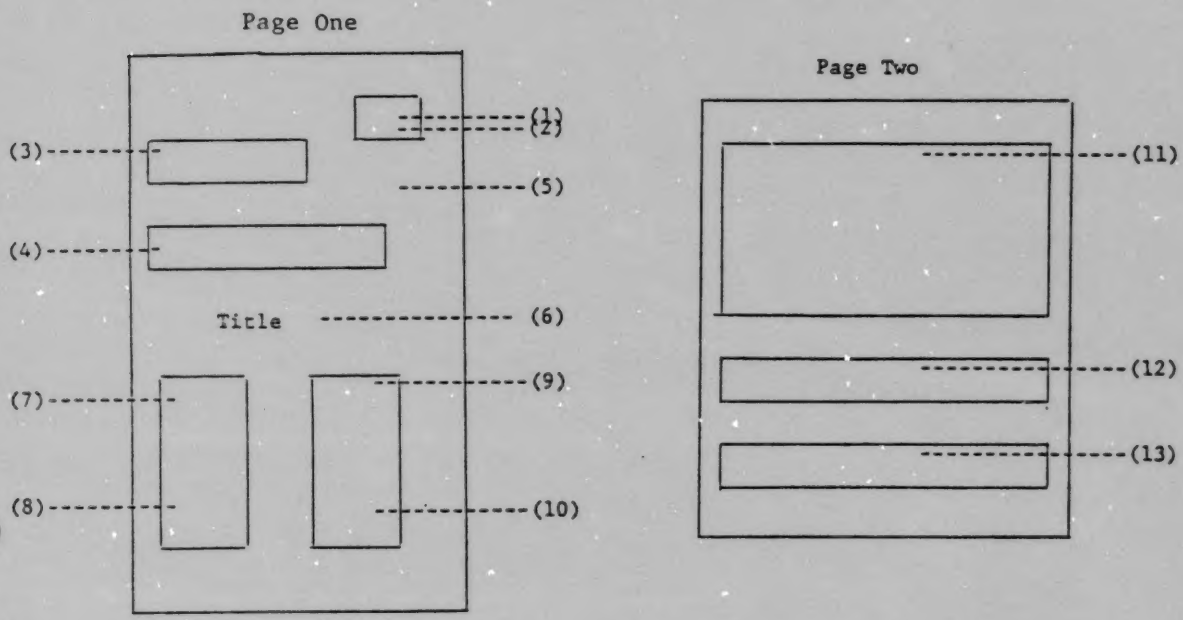
Dance/Movement

Drama

Music

## Activity Format

All arts activities are presented in the format pictured below:




A brief description of each element of the format follows:

Page One

1. Unit Title — The title of each curriculum area for which goals, related objectives and arts activities have been developed.

2. Activity Number — A separate number for each arts activity to be used as an organizational aid and in filling out activity evaluation forms.

3. Related Goal — A general instructional goal (written from the teacher's perspective) for which specific objectives and related arts activities have been developed.

| | | |
|---|---|---|
| 4. | Related Objective | A specific student behavioral objective related to instructional goal and addressed by arts activity. |
| 5. | Art Form Symbol | Indicates the art modality-visual arts, dance/movement, drama, music-in which activity is presented. |
| 6. | Title | An organizational aide which may or may not suggest the activity's content. |
| 7. | Illustration | A graphic illustration depicting a process or product related to the activity. |
| 8. | Student Experience. | A capsule description of the arts activity. |
| 9. | Materials | Specific descriptions of the materials needed to carry out the activity. |
| 10. | Special Comments | An optional feature which may highlight some aspect of the activity or provide special cues to the teacher. |

Page Two

| | | |
|---|---|---|
| 11. | Suggested Activity Procedures | A step-by-step guide to implementing the arts activity. |
| 12. | Afterward | Suggestions for informal evaluation procedures which may assist teacher in determining students' mastery of the related objective. Where possible, utilizes the arts modality in which the lesson was presented. |
| 13. | What Else | Suggestion of possible additions and variations related to the arts activity. |

## Arts Activity Evaluation Forms

Your evaluation of the activities in the guide is essential to the field-testing process. For this reason you will be asked to complete an evaluation form for each activity you implement with your students. A supply of evaluation forms to be filled out after the completion of each activity is

found in a tabulated section of your binder indicated by the term, Evaluation Forms. The information conveyed by these forms is critical to the field-testing process. Specific instructions for the completion of these forms are found in this section.

## Arts Activity Worksheets

As you try out these activities with your students, you will probably develop ideas for new arts activities. Please take the time to record them. The new activities you develop will be reviewed for inclusion in the final publicized version of the guide. An ample supply of blank arts activity worksheets are provided in a tabulated section of your binder indicated by the term, Arts Activity Worksheets. These forms are to be used to record additional activities you develop or to note substantial modifications (more than evaluation forms can accomodate) from the activities which appear in the guide. If additional forms are needed, they may be copied or secured from NCAH.

## Appendixes

A series of appendixes found in the final tabulated section of the guide provide additional resources to assist you in implementing the program. A list of arts resources, suggested techniques for adapting procedures to the special needs of your students, warm-up activities and bibliographic references are included in this section.

## USING THE ARTS ACTIVITY GUIDE

How should you use the activities in this guide? Should you start at the beginning? Do one lesson a day? Use drama, music or visual art lessons in a particular sequence? There are no fixed answers to these questions. The exact manner of implementation will vary from school to school and from teacher to teacher. No one way is "correct": each teacher will approach these materials in unique and equally "correct" ways.

While activities in the guide may be used in a variety of ways to compliment your ongoing program in Career and Life Skills development, some standard practices should be observed. They are briefly described below,

### General Guidelines

1. Each of the arts activities provided in the guide should be field-tested with your students between now and January 1981. If, for some reason, you are unable to field-test an activity, please record the activity number on the form provided in the Evaluation section of the guide and provide a brief explanation.
2. Complete an Arts Activity evaluation for each activity. Forms should be filled out as soon as possible after completing an activity in order to assure the accuracy of information. Your comments on these forms are critical to the success of the field-test effort.
3. Arts activity lessons should occupy an average minumum of 75 - 100 minutes of weekly instruction. You may arrange the scheduling of

activities in a manner best suited to your needs. Daily or alternate day scheduling is suitable.

4. Arts activities should be infused into or used in conjunction with your ongoing program of instruction in career and life skills. They are menat to supplement, not supplant your educational program.
5. The arts activities in this guide may be adapted and modified to meet your students special education needs. Minor alterations may be noted on the activities evaluation form. If you find substantial adaptations are necessary, please record them on the blank activity forms and provide a brief explanation.
6. Remember, the emphasis of this program of arts is on the process rather than the product. It is not important that your students create outstanding works of arts as a result of their experience with the activities. Far more important is that they learn to experiment and to explore through the arts. In this way, the arts may serve as a catalyst - - to encourage self expression and to open the doors of learning.

## Questions and Answers

You will probably have questions and concerns about the use of the guide. The questions and answers which follow hopefully anticipate some of your concerns and will assist you in utilizing the guide.

- How should I use arts activities to teach instructional goals and objectives?

The arts activities you will be field-testing have been developed to assist you in teaching specific instructional goals and objectives in the area of career and life skills. They are not intended to stand alone. Rather, they are to suggest alternative methods to introduce, reinforce or practice these skills with your students.

- Should units and their goals be taught in a prescribed sequence?

The units and goals addressed through initial field-test materials need not be taught in a prescribed sequence. Your own instructional goals for the year as well as your students' individual educational plans should be the determining factors in the choice of sequence. You may wish to treat each of the three curriculum units and their related goals and objectives as separate instructional units or as inter-related components of your total educational program. In either case, it is important that you integrate arts activities and their related goals and objectives into your ongoing program of instruction.

- Is it necessary to teach the specific student goals of each unit in the order appearing in the guide book?

No. The specific student objectives designated under each instructional goal are sequential rather than hierarchical in nature. Consequently, the order in which they are taught may be treated with flexibility. A general rule of thumb however, is to start with simpler, logically prior objectives before undertaking more complex or advanced ones.

- Must I always use arts, music, dance and drama exercises in the same order?

This level of organization is neither necessary nor desirable. Feel free to choose arts modalities in whatever order suits the interests and needs of you and your students.

- Must I teach an arts lesson daily?

Though you may choose to implement arts activities on a daily basis, it is not essential. The most important consideration in this regard is that you provide your students opportunities for spaced practice with arts lessons. Every or alternate day lessons may be equally effective strategies for meeting this requirement. What should be avoided is massed practice, filling one day a week or one week a month with arts activities.

- Is it important to designate a specific time each day for arts activities?

Although your students' schedule may permit this type of organization, it is not essential. In fact, since art lessons vary in tempo, complexity, and implementation time required,it may be desirable to plan flexible rather than fixed time slots for lessons. Take advantage of the freedom to choose a lesson time which meets the needs and moods of your students and yourself.

- Are there any "musts" associated with implementing and field-testing these materials?

Yes, there are a few:

DO try each of the activities with your students-even if they must be adapted or modified.

DO complete an activity evaluation form for each activity. Your feedback and input is essential.

DO integrate arts lessons into your overall program in basic career and life skills.

DO provide students with opportunities for spaced practice with arts activites.

DO experiment, explore and enjoy!

In conclusion, bear in mind that these materials are in the process of development. You may find that from one lesson you are able to spin off five additional ones. Feel free to do so. You may find that some lessons are not suitable for your age group or for certain handicapping conditions. Modify, delete, elaborate, discard, innovate! Additional activity worksheets have been provided for just that purpose. Remember, your input is essential to the refinement and completion of the instructional program!

## ADDITIONAL HINTS

A program affiliate of NCAH, the Georgia Retardation Center, developed these suggestions for their teachers involved in a curriculum development effort. We hope you find them helpful.

1. Be sure the student can comfortably handle the intellectual content of the activity. However, do not hesitate to give incentives to reach out and grasp new concepts. Gear the activities so the student experiences success - not frustration.

2. Make every effort to involve all students in the activities, either as part of a small group or on a one-to-one basis with the teacher.

3. Expect students to perform. Too much assistance from the teacher may diminish incentive. Without forcing participation, encourage self-help and initiative in the student.

4. Be aware of developing communication skills. These may be indicated by verbalizations, movements or simply facial expressions. Learn to interpret and respond to them.

5. Whenever possible, assemble all materials you will need for the planned activities before you begin to teach. Contact time with the students is limited, so preparation time should not detract from actual classroom sessions.

6. Ending a class session can be just as important as beginning one. If materials need to be put away, let the students help. Praise them for their efforts individually and encourage them to look forward to the next arts activity.

7. Make every effort to recognize students' progress before their peers and others by providing opportunities for display and performance. The display of a painting, the performance of a dance learned, or the singing of a song are very valuable reinforcing and affirming events for the student.

8. Be creative. The most rewarding activities for you and the students will be those which you improvise or develop with the specific students in mind.

FIGURE A

CROSS REFERENCE OF INSTRUCTIONAL GOALS, REL

## INSTRUCTIONAL GOALS AND RELATED OBJECTIVES

UNIT 1.0 PERSONAL SOCIAL SKILLS

| Instructional Goal | Related Objective |
|---|---|
| 1.1 To assist student in developing awareness of self. | 1.1.1 Student identifies him/herself as part of a family and home environment. |
| | 1.1.2 Student identifies him/herself as a member of class and school community. |
| | 1.1.3 Student identifies him/her own personal space and property. |
| | 1.1.4 Student identifies his/her own unique characteristics (interests and abilities. |
| 1.2 To assist student in developing interpersonal skills. | 1.2.1 Student attends and responds to social interactions initiated by others. |
| | 1.2.2 Student initiates social interactions with others in the school at the appropriate time. |
| | 1.2.3 Student engages in sustained social interactions with others. |
| | 1.2.4 Student interacts appropriately with unfamiliar people in his or her environment. |
| 1.5 To assist student in developing greater knowledge and control of his/her own body. | 1.5.1 Student names and indicates functions of major body parts. |
| | 1.5.2 Student demonstrates knowledge of the unique characteristics of his/her body and image. |
| | 1.5.3 Student practices control of his/her body in a variety of activities involving movement. |
| | 1.5.4 Student recognizes and uses body language and gesture as a means of communication. |

JECTIVES, ART FORM, ACTIVITY TITLE AND NUMBER

## ART FORM, ACTIVITY TITLE AND NUMBER

| ART | DANCE/MOVEMENT | DRAMA | MUSIC |
|---|---|---|---|
| 1 Family Tree | 2 | 3 Who Am I? | 4 |
| 5 Spotlight On Me | 6 | 7 | 8 Class Song |
| 9 Potato Logo | 10 Paint Your Space | 11 | 12 Yours and Mine |
| 13 Me Mobile | 14 | 15 What Next? | 16 |
| 17 | 18 Mirror, Mirror | 19 Circle of Friends | 20 Quick Draw McGraw |
| 21 | 22 | 23 | 24 |
| 25 Murals | 26 Hoe Down! | 27 Picture Zone | 28 |
| 29 | 30 Company's Comin' Dance | 31 Comings and Goings | 32 Company's Comin' |
| 33 Body Casts | 34 Body Sounds | 35 | 36 Hand Jive |
| 37 Body Gram | 38 | 39 | 40 |
| 41 Body Silhouettes | 42 Human Machine | 43 Mirrors | 44 |
| 45 Form and Feeling | 46 Expressions | 47 Mime Time | 48 |

Unit 2.0 DAILY LIVING SKILLS

| Instructional Goal | Related Objective |
|---|---|
| 2.1 To assist student in learning to care for his or her own personal needs. | 2.1.1 Student carries out daily living activities associated with maintaining personal hygiene and grooming. |
| | 2.1.2 Student engages in a regular program of exercise. |
| | 2.1.3 Student independently cares for clothing and other personal possessions. |
| 2.2 To assist student in developing independent mobility in the school community. | 2.2.1 Student identifies and locates key places in his or her environment. |
| | 2.2.2 Student identifies routes and resources for traveling between key places in the community. |
| | 2.2.3 Student demonstrates knowledge of functional signs. |

UNIT 3.0 OCCUPATIONAL GUIDANCE AND PREPARATION

| Instructional Goal | Related Objective |
|---|---|
| 3.1 To assist student in becoming aware of him or herself as worker. | 3.1.1 Student identifies work responsibilities of individuals within his or her immediate environment. |
| | 3.1.2 Student identifies his or her own roles as worker within the immediate environment. |
| | 3.1.3 Student carries out his or her own work responsibilities. |
| 3.2 To assist student in identifying potential career roles commensurate with his or her interests and abilities. | 3.2.1 Student identifies a range of career opportunities available to him or her in the community. |
| | 3.2.2 Student explores a variety of career opportunities available to him or her in the immediate environment. |
| | 3.2.3 Student identifies career opportunities for which he or she has special interest. |

Unit 2.0 – Daily Living Skills

| ART | DANCE/MOVEMENT | DRAMA | MUSIC |
|---|---|---|---|
| 49 Daily Doings | 50 | 51 | 52 Morning Madness |
| 53 Exercises Illustrated | 54 Chorus Line | 55 People Puppets | 56 |
| 57 | 58 | 59 | 60 Jingle Rags |
| 61 | 62 | 63 | 64 |
| 65 | 66 | 67 | 68 |
| 69 | 70 | 71 | 72 |

Unit 3.0 OCCUPATIONAL GUIDANCE AND PREPARATION

| ART | DANCE/MOVEMENT | DRAMA | MUSIC |
|---|---|---|---|
| 73 Positions Posted | 74 | 75 What's My Mime? | 76 Melody Role |
| 77 | 78 The Conductor | 79 | 80 |
| 81 Work Recipes | 82 | 83 (See #84) | 84 A Tiny Little Gear |
| 85 Careers Collage | 86 | 87 Twenty Questions | 88 |
| 89 Work Mobile | 90 | 91 Career Day | 92 |
| 93 Career Booths | 94 | 95 Career Day Vignettes | 96 |

## INSTRUCTIONAL GOALS AND RELATED OBJECTIVES

The following section lists the instructional goals and related objectives addressed by arts activities in the September, 1980, field-test materials. Additional goals and objectives identified during the project's first year will be addressed through the project's second-year development workshops and will be provided at the time.

### UNIT 1.0 - PERSONAL SOCIAL SKILLS

1.1 To assist student in developing self awareness.
- 1.1.1 Student identifies him or herself as part of a family and home environment.
- 1.1.2 Student identifies him or herself as a member of the class and school community.
- 1.1.3 Student identifies his or her own personal space and property.
- 1.1.4 Student identifies his or her own unique characteristics, interests and abilities.

1.2 To assist student in developing interpersonal skills.
- 1.2.1 Student attends and respond to social interactions initiated by others.
- 1.2.2 Student initiates social interactions with others in the school environment.
- 1.2.3 Student engages in sustained social interactions with others.
- 1.2.4 Student interacts appropriately with unfamiliar people in his or her environment.

1.5 To assist sutedent in developing greater knowledge and control of his or her body.
- 1.5.1 Student names and indicates functions of major body parts.
- 1.5.2 Student demonstrates knowledge of the unique characteristics of his or her body and image.
- 1.5.3 Student practices control of his or her body in a variety of activities involving movement.
- 1.5.4 Student recognizes and uses body language and gesture as a means of communication.

### UNIT 2.0 - DAILY LIVING SKILLS

2.1 To assist student in learning to care for his or her own personal needs.
- 2.1.1 Student carries out daily living activities associated with maintaining personal hygiene and grooming.
- 2.1.2 Student engages in a regular program of exercise.
- 2.1.3 Student independently cares for clothing and other personal possessions.

2.2 To assist student in developing independent mobility in the school community.

2.2.1 Student identifies and locates key places in his or her environment.

2.2.2 Student identifies routes and resources for traveling between key places in the community.

2.2.3 Student demonstrates knowledge of functional signs.

UNIT 3.0 - OCCUPATIONAL GUIDANCE AND PREPARATION SKILLS

3.1 To assist student in becoming aware of him or herself as worker.

3.1.1 Student identifies work responsibilities of individuals within his or her immediate environment.

3.1.2 Student identifies his or her own roles as worker within the immediate environment.

3.1.3 Student carries out his or her own work responsibilities.

3.2 To assist student in identifying potential career roles commensurate with his or her interests and abilities.

3.2.1 Student identifies a range of career opportunities available to him or her in the community.

3.2.2 Student explores a variety of career opportunities available to him or her in the immediate environment.

3.2.3 Student identifies career opportunities for which he or she has special interest.

**RELATED INSTRUCTIONAL GOAL**

1.1 To assist student in developing an awareness of self.

**UNIT**

PERSONAL-SOCIAL SKILLS

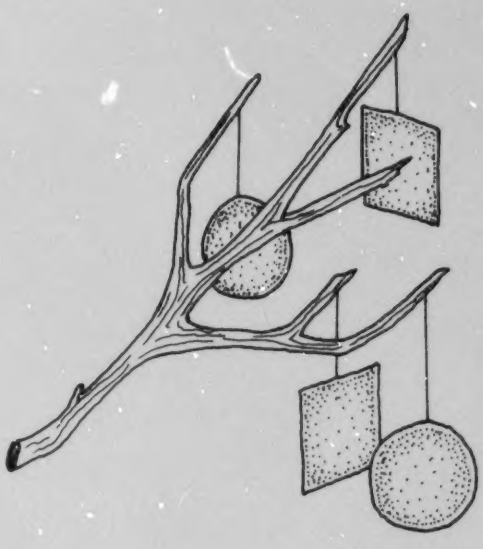
ACTIVITY # 1

**RELATED OBJECTIVE**

1.1.1 Student demonstrates an understanding of him or herself as a member of a family (class or other group).

# FAMILY TREE

**STUDENT EXPERIENCE**



In this activity, students create a "family tree". Ornaments for each family member are constructed from photographs and student drawings and are suspended from each student's "family tree".

**MATERIALS**

A tree branch for each student.

Clay -- enough for each student to form a base for his/her tree.

Cardboard cylinders for each of student's family ornaments.

Photographs of family members.

Construction paper (cut to size ornaments will be.)

Paints, crayons or markers.

Scissors.

Glue.

Yarn for hanging family ornaments.

SPECIAL COMMENT:

If photography has been an ongoing part of your program, it may be called into play here. If not, a raid on the family photo album will do! Allow several days for collecting photos.

## SUGGESTED ACTIVITY PROCEDURES

NOTE: Students should have family photos on-hand before beginning this activity.

1. Each student should select a branch for constructing his/her family tree. You may take your class on a "nature walk" to find branches or supply them yourself. In either case, branches should be light-weight.

2. Have students shape a clay base which will hold the branch upright.

3. Through class discussion, have students identify the members and roles of their immediate family. You may wish to provide each student a "bring and brag" time for their family photos.

4. Explain to students that they will be creating tree ornaments for each of their family members. Each ornament will consist of a family photo and the students' drawing about the family member.

5. Provide students with construction paper (cut to ornament size) on which to create pictures which remind him/her of family members. An actual picture may be based on representations or associations -- e.g., running shoes for someone whose brother is a jogger.

6. Attach photos and pictures to opposite sides of ornament cylinder (use glue or staples.)

7. Hang completed ornaments from tree branches using yarn.

8. Arrange for students to display their family trees in a prominent place in the school or community. Your library may be interested in developing an exhibit around the them of family heritage.

## AFTERWARDS

Ask each student to identify the members of his immediate family giving their names and relationship to him/her.

## WHAT ELSE

The subject may be varied to encompass groups other than the family -- class, neighborhood, etc.

**RELATED INSTRUCTIONAL GOAL**

1.1 To assist student in developing self awareness.

**UNIT**

PERSONAL-SOCIAL SKILLS

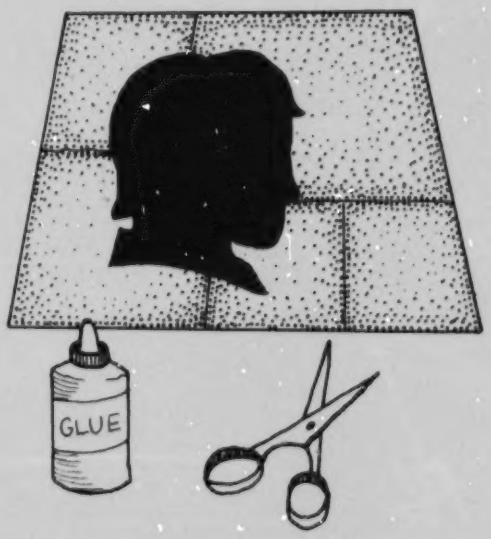
ACTIVITY # 5

**RELATED OBJECTIVE**

1.1.2 Student identifies him or herself as a member of class or school community.

SPOTLIGHT ON ME

**STUDENT EXPERIENCE**




Students create individual collages depicting themselves and their associations with their class, school or local community.

**MATERIALS**

Sample collages.

Light source (spotlight or film projector.

Dark construction paper (for individual student silhouettes).

Large pieces of card or tag board to serve as base for collages.

Pictures, photographs, drawings, printed signs and titles associated with school or community. (Magazines and local newspapers may be a good source).

Paste or other adhesive

Brushes for applying adhesive

Scissors

SPECIAL COMMENT:

Allow several days for students to collect or create pictures for their collages.

## SUGGESTED ACTIVITY PROCEDURES

1. Exhibit sample collages. Explain how many small pictures can be assembled to create a single, large one.

2. Tell students that they will be creating such a picture depicting themselves as a member of their class, school or local community.

3. Have each student create a silhouette of his or her head. (See Activity #37, "Bodygram" for directions). This will be a common element in all collages.

4. Students may now begin creating and/or collecting pictures for their collages. Sample items might include pictures of school buses, flags, athletic activities, cafetarias, etc.; photos of school personnel; drawings of class or school building; printed signs of school or teachers' name, etc. Provide physical assistance as needed to cut out pictures.

5. When students have assembled their pictures, have them "lay out" pictures around their silhouette.

6. Once the "lay out" or arrangement has been decided upon, the pasting up process can begin.

7. Have students paste pictures in successive layers which are weighted and allowed to dry. (Books work nicely as weights.)

8. Finished collages may be displayed in classroom, school gallery or other places of interest.

## AFTERWARDS

You may wish to play journalist and interview each student on the items chosen for his or her co-lage. Interviews may be the basis for simple autobiographical sketches which can then be recorded or transcribed.

## WHAT ELSE

If you have transcribed your students' autobiographical sketches, why not compile them in a class album? This same technique can then be used to record special events throughout the school year.

**RELATED INSTRUCTIONAL GOAL**

1.1 To assist student in developing self awareness.

**UNIT**

PERSONAL-SOCIAL SKILLS

ACTIVITY # 8

**RELATED OBJECTIVE**

1.1.2 Student identifies him or herself as a member of the class and/or school community.

CLASS SONG

**STUDENT EXPERIENCE**

In this activity, a class song is developed giving students an opportunity to identify their group membership through music.

**MATERIALS**

Simple, familiar melody.

An assortment of simple instruments (bells, rhythm sticks, sandpaper blocks, etc.)

SPECIAL COMMENT:

Select a melody with a repeated refrain after each stanza such as "Pop Goes The Weasel" or "Old MacDonald."

## SUGGESTED ACTIVITY PROCEDURES

NOTE: Allow several days to create your class song.

1. Explain to students that together you will be creating a class song which tells a story about each of them.

2. Select the melody for the song either by yourself or together with your students.

3. Once the melody has been selected, develop simple lyrics to serve as the refrain. For example, to the tune of "Old McDonald" you might sing "Mrs. X. has a class etc." Practice the refrain until students are familiar with it.

4. Now have individual students or small groups of students develop short musical stanzas which describe them. For example, still using "Old McDonald..." "And in that class there are two bowlers, etc."

5. As individual stanzas are sung, students may accompany their verse with musical instruments.

6. After each stanza is sung by one or more students, the entire group then sings the refrain. Continue until each student has had an opportunity to sing a stanza.

## AFTERWARDS

Have each student identify another classmate and share some special knowledge of him or gained through the class song.

## WHAT ELSE

Develop brief class songs around specific themes. The entire class chants a musical phrase, (e.g., "Today is a good day"). A student then adds a phrase related to the theme. All return to the refrain.

**RELATED INSTRUCTIONAL GOAL**

1.1 To assist student in developing self awareness.

**UNIT**

PERSONAL-SOCIAL SKILLS

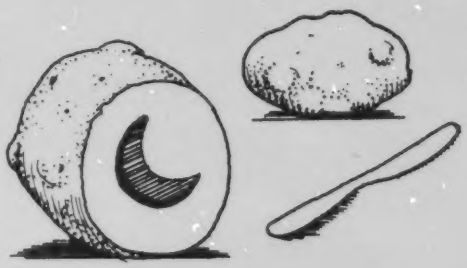
ACTIVITY # 9

**RELATED OBJECTIVE**

1.1.3 Student identifies his or her own personal space and possessions.

# POTATO LOGO

**STUDENT EXPERIENCE**



Using potatoes, students design personalized logos for symbols which are then used to identify their individual belongings.

**MATERIALS**

Large potatoes cut in half.

Blunt utensils for cutting designs (table knives, forks, spoons, etc.)

Several pie tins of different colored tempera paints.

Dark magic markers.

Drawing paper.

Unlined 4" x 6" index cards.

SPECIAL COMMENT:

You and your students may wish to collect well-known logos to serve as models or motivators for this activity. (McDonald's Golden Arches or the MGM lion may be familiar starting points.)

## SUGGESTED ACTIVITY PROCEDURES

You may wish to begin this activity by helping students identify logos or symbols which are familiar to them. (Commercial products are one good source.) Discuss their meaning and the purpose they serve.

1. Through group discussion, encourage students to think of a logo or symbol which they would use to represent themselves. (It might relate to a physical feature or personal interest.)

2. Have students practice designing his/her logo on a piece of paper.

3. After some paper practice, have students draw their logo design on flat surface of a potato half. Color design in with dark marker.

4. Using blunt utensils, students should now cut out the potato surfaces around the design. (Provide physical assistance as needed.)

5. Set up one or more painting stations supplied with several pie tins of tempera paints.

6. Students may now dip potato logo in colors of their choice and press on belongings to be identified. You may wish students to print onto blank index cards which may then be taped onto belongings.

## AFTERWARDS

Students may describe and explain their individual logo and indicate the personal possessions they have marked.

## WHAT ELSE

- Have students use their potato logos to make a class wall hanging.

- Plan a trip to the local office supply store to order rubber stamps of their logos for future markings.

**RELATED INSTRUCTIONAL GOAL**

1.1 To assist student in developing self awareness.

**UNIT**

PERSONAL-SOCIAL SKILLS

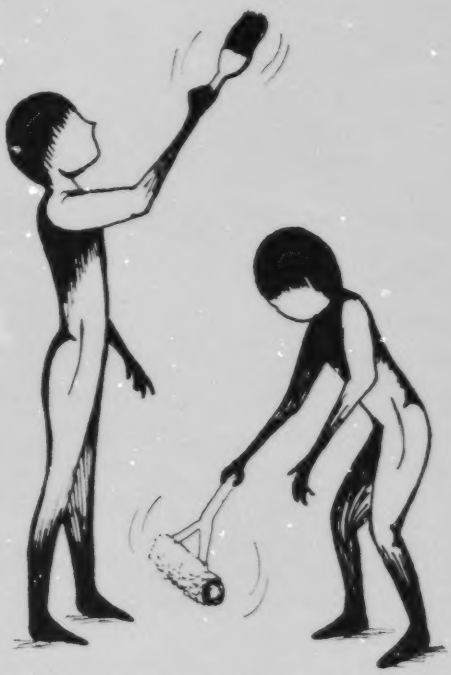
ACTIVITY # 10

**RELATED OBJECTIVE**

1.1.3 Student identifies his or her own personal space and property.

# PAINT YOUR SPACE

**STUDENT EXPERIENCE**



Using painting implements to guide their movements, students distinguish their own space and property from that of their classmates.

**MATERIALS**

Painting implements (large paint brushes or paint rollers).

Musical selection.

Record player or tape recorder.

Chalk.

SPECIAL COMMENT:

Before beginning this activity, draw a circle around each student's desk. It should be large enough for a student to stand or sit in comfortably.

## SUGGESTED ACTIVITY PROCEDURES

The ability to distinguish between "mine" and "yours" is basic to this exercise. Be sure your students have some fundamental understanding of these concepts before beginning this activity.

1. Tell students they will be playing a movement game in which they identify their space and property through "painting." Then give each a brush or roller.
2. Choose one student or a helper to act out the directions in Step 3.
3. Explain that when the music is playing you will be asking them to "paint" some space or property within their circle which is theirs. When the music stops, they are to move slowly to some part of the room which is not theirs -- another student's circle or unmarked space.
4. After demonstration, begin the "painting" game. Provide students with different directions to cue their movements as the music plays:
   - "Stand in your circle and "paint" under your desk."
   - "Kneel in your circle and paint the space over your head, under your book, etc."

   Be sure to vary directions so that different types of movement are required, e.g., stretching, swaying, reaching.
5. Between movements, stop the music and have students move slowly to a space or object which is not theirs.

## AFTERWARDS

Have individual students identify, on cue, space or property which is theirs. Have them identify property which belongs to the class or other students, (e.g., class flag; teacher's desk; Johnny's books, etc.).

## WHAT ELSE

You might wish to add a vocabulary development component by using sight word cue cards rather than spoken cues.

**RELATED INSTRUCTIONAL GOAL**

1.1 To assist student in developing self awareness.

**UNIT**

PERSONAL-SOCIAL SKILLS

ACTIVITY # 12

**RELATED OBJECTIVE**

1.1.3 Student identifies his or her own personal space and property.

YOURS AND MINE

**STUDENT EXPERIENCE**

Students become aware of personal space and belongings by marching through the room to musical accompaniment, identifying belongings which are theirs.

**MATERIALS**

A musical selection (taped or live) which lends itself to simple lyrical adaptation.

Optional - signs for sight words or other symbols for desk, locker, chair, etc.

SPECIAL COMMENT:

"This Land Is Your Land" has a melody and tempo well suited to this activity.

## SUGGESTED ACTIVITY PROCEDURES

1. Explain that you are all going to sing a song about personal possessions in the class.

2. Introduce students to the idea by identifying your own space and property in the class (teacher's desk, closet, etc.). Also identify common or public space (restroom, sink, flag, etc.).

3. Supply musical background ("This desk is my desk, this flag is our flag" to the tune of "This Land Is Your Land,") as you identify personal and public items in the room.

4. When students are familiar with the song and the activity, expand lyrics to include more and more students in the room ("Which desk is John's desk?" "Which flag is our flag?" etc.). Have students sing and point as cued by lyrics.

6. Eventually lead students in a group marching song through the room, cueing students to identify either their own or other's space in the room. Be sure to cue elements which are familiar to most students so the experience can be both enjoyable and successful.

## AFTERWARDS

To evaluate effectiveness, call out specific items you wish individual students to identify (desk, chair, etc.).

## WHAT ELSE

You may want to augment this by adding a vocabulary building component. Hold up signs (make them a good size) picturing the name or pictured symbol of the items you want students to identify.

**RELATED INSTRUCTIONAL GOAL**

1.1 To assist student in developing self awareness.

**UNIT**

PERSONAL-SOCIAL SKILLS

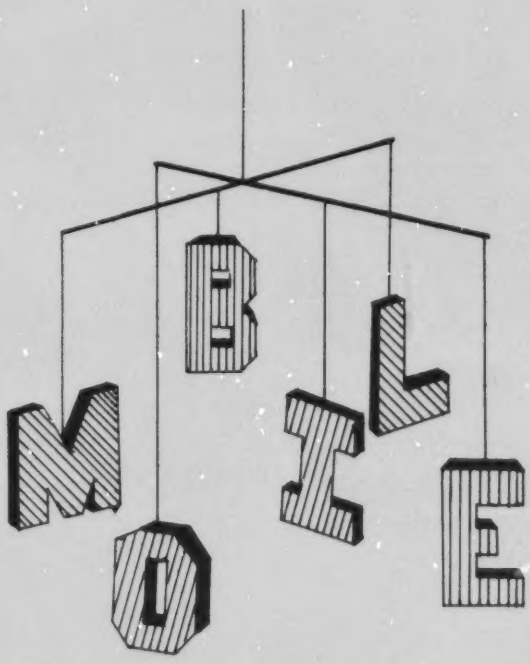
ACTIVITY # 13

**RELATED OBJECTIVE**

1.1.4 Student identifies his or her own unique characteristics.

# ME MOBILE

**STUDENT EXPERIENCE**




Students create a mobile, the elements of which reflect their likes, interests and other unique characteristics.

**MATERIALS**

Firm but pliable wire (hangers will do).

Heavy cardboard or lightweight wood.

String, thread or fishing tackle (for suspending objects).

Varied colored paints.

Objects of personal interest -- the real things.

3-dimensional objects and/or pictures.

SPECIAL COMMENT:

Arrange for sample mobiles or pictures to be displayed in class several days before beginning this project.

## SUGGESTED ACTIVITY PROCEDURES

1. Familiarize students with the mobile form. Try to locate community settings where mobiles are displayed and arrange for students to visit them. If none is available, perhaps you can arrange for another high school class to stage an exhibit of their work.

2. When students are familiar with the mobile form, begin the basic construction process. Have each student mold his wire into a hook-like shape. This will be attached to the cardboard shape described in Step 3.

3. Next, have each student decide on an appealing and functional shape for the center cardboard piece. Bear in mind that it is from this piece that wired objects will be suspended. Basic shapes such as circles, squares and ellipses work well.

4. Cardboard shapes can now be painted or otherwise decorated. Encourage as much creativity with this step as you wish. You may want to set up painting stations for groups of students for this step.

5. Objects of interest students have collected (3-dimensional and/or pictures) can now be "wired" and hung from holes punched in cardboard frame. They may reflect individual hobbies (models of bikes, cars, etc.), special personalities (photos of family members, heroes, etc.), food favorites (small cereal boxes, McDonald's paraphanelia.) Develop your own categories for this step.

6. When all parts are assembled, exhibit in some visible spot in your school. After exhibit, mobiles can be suspended over each student's desk to personalize his/her space.

## AFTERWARDS

Provide each student with an opportunity to describe his mobile to the rest of the class. If this is not feasible, the teacher may display and describe each mobile anonymously and ask other students to "guess" its creator.

## WHAT ELSE

You may wish students to write or dictate a brief paragraph describing themselves through their interests and/or hobbies. Stories may then be illustrated and added to a class album.

**RELATED INSTRUCTIONAL GOAL**

1.1 To assist student in developing self awareness.

**UNIT**

PERSONAL-SOCIAL SKILLS

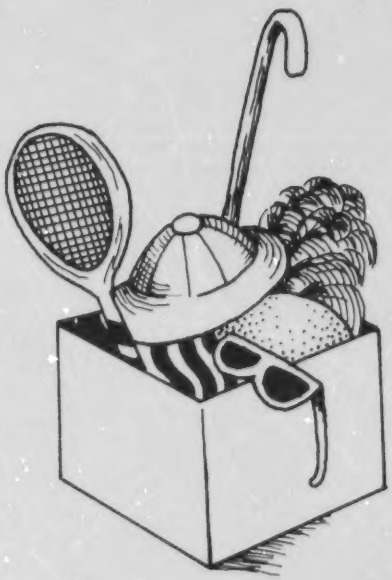
ACTIVITY # 15

**RELATED OBJECTIVE**

1.1.4 Student identifies his or her own unique characteristics.

WHAT NEXT?

**STUDENT EXPERIENCE**



In this activity, students improvise responses to a variety of common and uncommon life situations. Props are used to assist with dramatizations which will point up the uniqueness of each student's response.

**MATERIALS**

Open space -- large enough to serve as staging area.

Situation Cards -- describing a variety of common and uncommon situations which students might confront.

Prop Box -- large box to be filled with items of personal interest which students (and teachers) have collected.

SPECIAL COMMENT:

Allow several days for students to bring in Prop Box items.

The Situation Cards you develop will suggest the type of items you have students contribute.

## SUGGESTED ACTIVITY PROCEDURES

1. Before beginning this activity with students, develop a number of situations to which students will improvise responses. Be sure to provide a variety of situations. Leisure time activities, career choices, fantasy excursions and the like are all good subjects.

2. Print situations on index cards for handy reference:

   Sample situations might be:

   "It is a cold, rainy Saturday afternoon and you are at home with your mother. What will you do?"

   "Your school is sponsoring a Career Day Fair. What part will you play?"

   "A magical genie has just granted you a single wish. What will it be?"

3. Instruct students to bring in three or four items or props which relate to the subjects of your situations. Add to the supply of props from your own attic or local garage sales. Place in Prop Box.

4. Explain to students that they will be playing a game in which they "act out" their unique responses to different situations. Props will be used to assist in the dramatizations.

5. Demonstrate game by improvising responses to one or more situations yourself until students "catch on."

6. Students may now improvise dramatizations to the situation cards you have developed. Select individual students for situations or ask for volunteers.

7. Through class discussion, assist students to identify the individual hobbies, interests, and characteristics which have been revealed through dramatizations.

## AFTERWARDS

Using your situation card subjects, assist students to develop a class profile. Individual student characteristics and preferences may be recorded on large chart paper or in a class album.

## WHAT ELSE

This activity may be helpful in developing students' problem-solving skills. Have students assist in creating situation cards which depict problems they have encountered at home, in school, or in the community.

**RELATED INSTRUCTIONAL GOAL**

1.2 To assist student in developing interpersonal skills.

**UNIT**

PERSONAL-SOCIAL SKILLS

ACTIVITY # 18

**RELATED OBJECTIVE**

1.2.1 Student attends and responds to social interactions of others.

# MIRROR, MIRROR

**STUDENT EXPERIENCE**

In this activity, students working with partners, imitate and respond to the movements of others.

**MATERIALS**

Clear space in center of room.

Musical background (record, tapes or drums -- whatever you choose.)

SPECIAL COMMENT:

You might want to prepare students for this activity by discussing the importance of observing and responding to the actions of others. Throughout the activity, remind students to remain sensitive to their partner's motions.

## SUGGESTED ACTIVITY PROCEDURES

1. Have students gather in a circle with a partner. If possible, students should select their own partners.

2. Designate one student in each pair to be the leader, the other, the "mirror." Explain that the "mirror" is to follow the movements of the leader.

3. Instruct students that when the music begins, the leader is to move according to the directions provided by the teacher.

4. Students acting as mirrors should imitate, simultaneously, the movement of the leader.

5. Teacher then directs students through a variety of movements, each using different parts of the body and different tempos. (You may need to provide modeling as well as some physical assistance initially.)

6. Have students change mirror-leader roles and begin again. Be sure to provide opportunities for students to vary their movements and speed.

## AFTERWARDS

Have new pairs of students perform as leaders and mirrors. Check for individual students' attentiveness and responsivity.

## WHAT ELSE

You might have individual students take turns at leading the whole group while the rest of the class mirrors his/her actions.

**RELATED INSTRUCTIONAL GOAL**

1.2 To assist student in developing interpersonal skills.

**UNIT**

PERSONAL-SOCIAL SKILLS

ACTIVITY # 19

**RELATED OBJECTIVE**

1.2.1 Student attends and responds to social interactions initiated by others.

# CIRCLE OF FRIENDS

**STUDENT EXPERIENCE**

In this exercise, students practice giving and receiving compliments in the company of their classmates.

**MATERIALS**

7 or 8 chairs drawn into a circle. (You may need two such circles in your class with a "leader" for each).

SPECIAL COMMENT:

You may wish to prepare for this activity by talking with your students about the importance of communication. Try some simple comments out in the larger group to give students a sense of what you intend.

## SUGGESTED ACTIVITY PROCEDURES

1. Have students and teacher gather into a circle.

2. Begin, as leader, by sharing a greeting, compliment, or simple question with one of the students, (e.g., "How are you today, Mary?)

3. Encourage the student to respond. A simple acknowledgement or answer will do in the beginning.

4. The responding student now has the opportunity to initiate a simple communication with another student of his choice.

5. Continue to facilitate process until all students have had an opportunity to communicate.

6. Along with practicing the verbal exchange, point out the importance of listening -- not just with the ears but with the whole body. Explain and encourage the importance of eye contact as part of the communication process.

7. You may wish to end the exercise by asking students how they feel about their experience and what they have learned from one another in the process.

## AFTERWARDS

In an impromptu situation, have pairs of students engage in a brief exchange of greetings, compliments or questions.

## WHAT ELSE

As students become more comfortable with interchanges, select specific topics to be addressed through "Circle of Friends" activity. Topics might focus on family situations, school events or other issues important to students.

**RELATED INSTRUCTIONAL GOAL**

1.2 To assist student in developing interpersonal skills.

**UNIT**

PERSONAL-SOCIAL SKILLS

ACTIVITY # 20

**RELATED OBJECTIVE**

1.2.1 Student attends and responds to social interactions initiated by others.

# QUICK DRAW McGRAW

**STUDENT EXPERIENCE**

In this activity, two students face each other in gun-dueling style, draw...and fire compliments or greetings at one another!

**MATERIALS**

A record player or tape recorder.

Record or tape of "dueling" music.

Simulated "dueling" implements -- a bouquet or single flower to be pulled at the draw signal.

SPECIAL COMMENT:

"Dueling" music should be a one or two minute selection which is suspenseful and builds to a climax, (e.g., 2001: A Space Odyssey; The Planets; soundtrack, High Noon.)

## SUGGESTED ACTIVITY PROCEDURES

Begin by explaining and modeling the procedure for students. Designate one person as "Quick Draw" who speaks first and the other to give an appropriate response. For example:

Q.D. McG.: "Hey, you look happy today! You've got a great smile you know."

Response: "Why, thank you. I've always liked your smile too!"

1. Select two "duelers" to try the exercise. Have them stand back to back.

2. Set the scene for the duel:

   "It's morning and you've run into Quick Draw on the school bus;" or "You run into Quick Draw on the lunch line." It can be a different scene for each duel.

3. Play the music. Instruct students to take 10 paces away from each other as you count to ten.

4. Have students turn as music stops. Command them to "draw" and let Ole Quick Draw deliver his/her greeting. The student who plays Quick Draw should have something prepared to say. (You may want to help with this initially.)

5. Allow time for the receiver to deliver a response. (You or other students may coach at first if this is necessary.) With practice, students should be able to think of responses in less and less time.

6. Vary Quick Draw and respondent roles until all students have had an opportunity to participate.

## AFTERWARDS

Without the musical background or game framework, try students on spontaneous responses to some of the greetings you have practiced.

## WHAT ELSE

Write some of the best responses on cards. Set up a display with a picture of Quick Draw in the middle and response cards all around him/her.

**RELATED INSTRUCTIONAL GOAL**

1.2 To assist student in developing interpersonal skills.

**UNIT**

PERSONAL-SOCIAL SKILLS

ACTIVITY # 25

**RELATED OBJECTIVE**

1.2.3 Student engages in sustained social interactions with others.

# MURALS

**STUDENT EXPERIENCE**

Students work together as a group to create a class mural.

**MATERIALS**

Examples of murals.

Large rolls of brown or white paper.

Bright colored paints, crayons, markers, colored chalk.

Brushes (in many sizes).

Available wall (e.g., school, museum, construction site) on which to display finished mural.

SPECIAL COMMENT:

- Examples of early Egyptian hieroglyphs, Indian art, cave drawings and the like might provide excellent models for this activity.
- You may also wish to invite student partners from non-handicapped classes to participate in this activity.

## SUGGESTED ACTIVITY PROCEDURES

You may wish to prepare for this activity with a walking trip to view murals already existing in your community (city parks and playgrounds); other schools and construction sites may provide examples. If not, try your local museum or library.

1. Present examples of murals. Discuss the stories they tell and functions they serve.

2. Explore with your students possible themes for their mural. It is best to start with a simple, familiar theme such as everyday events or scenes in the school or community.

3. Once a theme has been decided upon, have students do preliminary sketches of the mural on a blackboard or drawing paper.

4. Designate two or three students to work as a group on a section of the mural in which they have special interest. Be sure to assign students work commensurate with their motoric ability. You may wish to include a non-handicapped student in your groups to serve as a helper.

5. You may wish to "block out" sections of the mural for students before the actual drawing and painting begins.

6. Have students draw and then paint their portion of the mural. (Provide physical assistance as necessary.)

7. Display mural in prominent place in school or community.

## AFTERWARDS

Ask each student to identify what part he or she worked on with a partner.

## WHAT ELSE

Take a group picture standing in front of their mural. If possible have their local community paper write a short photo-story about their mural. Display mural in community location or school common room, e.g., school cafeteria.

**RELATED INSTRUCTIONAL GOAL**

1.2 To assist student in developing interpersonal skills.

**UNIT**

PERSONAL-SOCIAL SKILLS

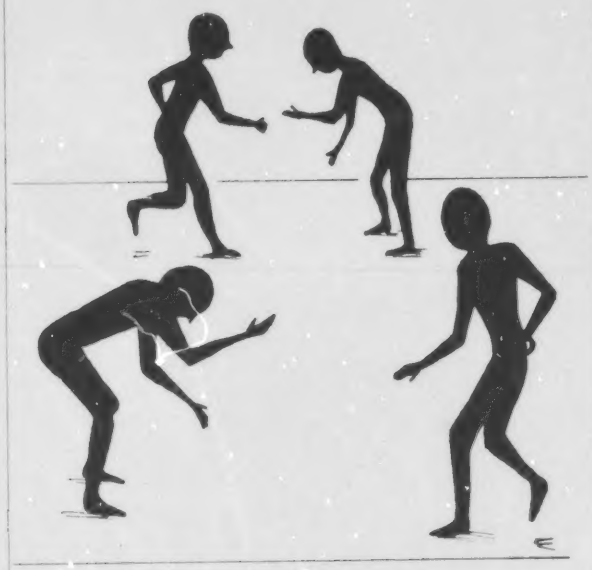
ACTIVITY # 26

**RELATED OBJECTIVE**

1.2.3 Student engages in sustained social interaction with others.

# "HOEDOWN!"

**STUDENT EXPERIENCE**



This simple square dancing routine provides students an opportunity to relate to one another through dance.

**MATERIALS**

Record player.

Any square dance record that is not too fast.

Open space (in classroom or gymnasium).

SPECIAL COMMENT:

If square dancing becomes a regular activity, you might have students dress for the occasion. Plaid shirts, bandanas or full skirts make up just the right garb and are readily available.

## SUGGESTED ACTIVITY PROCEDURES

1. Have students arrange themselves into a square with two on a side.

2. Explain to students that they will need to follow the directions of you, the caller.

3. As caller, be sure to allow enough time between calls for students to move. You may also want to practice calls a few times without music to familiarize students with movements.

4. Some calls you might wish to use are:

   "Gentlemen to the center; gentlemen back again;
   Ladies to the middle, go back to your friend;
   Everybody turn around, turn the other way;
   Take a walk around the block and come back home to stay."

5. Other enjoyable calls might be:

   "Squeeze the lemon." (All go center)
   "Back away." (Out from the center)
   "Turn to the right and left."
   "Bow to the right and left."

6. Through class discussion, have students compare square dancing with more "modern" styles of dance. Point up the importance of group interaction and cooperation to the success of square dancing.

## AFTERWARDS

Arrange for informal dance times in your program. See if students engage in square dancing spontaneously when "hoedown" music is played.

## WHAT ELSE

If students take to square dancing, add costumes and hold a "Hoedown." Invite other classes, parents and enjoy! Try other types of folk dancing which call for group participation.

**RELATED INSTRUCTIONAL GOAL**

1.2 To assist student in developing interpersonal skills.

**UNIT**

PERSONAL-SOCIAL SKILLS

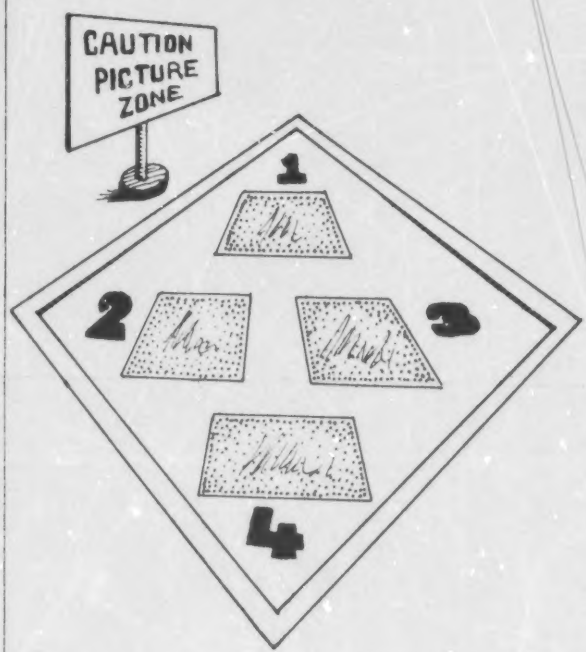
ACTIVITY # 27

**RELATED OBJECTIVE**

1.2.3 Student engages in social interactions with others.

# PICTURE ZONE

**STUDENT EXPERIENCE**




Students working together in small groups, animate scenes depicted by prints or pictures.

**MATERIALS**

Pictures suggesting different scenes or moods.

Open space.

Camera and slide projector (optional).

SPECIAL COMMENT:

Magazine pictures or fine art prints would be appropriate for this activity. Be sure to include some contemporary scenes - discos, sporting events, etc. - in your scenes to be animated.

## SUGGESTED ACTIVITY PROCEDURES

1. Collect a series of pictures (either you or your students) or prints depicting small groups of people engaged in different kinds of activities.
2. Arrange pictures on the floor in an area designated as the "Picture Zone."
3. Have students gather in a large circle around the "Picture Zone" and assign each a number.
4. Designate a picture you wish students to animate.
5. Call out a number; have the student whose number is called move to the Picture Zone and assume a movement or position suggested by one person in the picture.
6. Call out new numbers, one at a time, instructing students whose number is called to move into the Picture Zone. As students move into the Picture Zone, they should assume a position which compliments the other students and helps to complete the scene.
7. As each student moves into the Picture Zone, he should assume a different position in the picture.
8. As each picture is completed, encourage students to explain the scene they have created and their individual part in it.
9. Repeat this process with several different pictures, being sure that all students have an opportunity to participate.

## AFTERWARDS

Designate small groups of students to select a picture and animate it. The rest of the class can guess the topic of the scene.

## WHAT ELSE

If photography equipment is available, have student "photographer" take a picture of each completed "Scene." Project slides onto screen and have students discuss the scene and actions depicted.

RELATED INSTRUCTIONAL GOAL

1.2 To assist student in developing interpersonal skills.

UNIT

PERSONAL-SOCIAL SKILLS

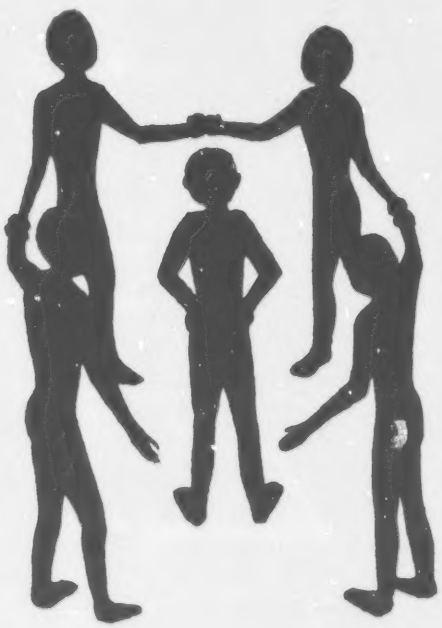
ACTIVITY # 30

RELATED OBJECTIVE

1.2.4 Student interacts appropriately with unfamiliar people in his or her environment.

COMPANY'S COMIN' DANCE

STUDENT EXPERIENCE



Students perform a circle dance to "Company's Comin'" Using mime, each student has an opportunity to practice responses to visitors in the room.

MATERIALS

Musical background for "Company's Comin'"

SPECIAL COMMENT:

This activity should be undertaken after Activity # 32 as it uses the song developed there for the dance.

## SUGGESTED ACTIVITY PROCEDURES

1. When the "Company's Comin'" Song has been mastered, turn the activity into a mime. Students will act out the actions depicted in the verses. For example, to "And we'll ask won't you sit down? ... have students mime offering a visitor a seat.

2. After students have practiced miming verses, they are ready for a circle dance based on the song.

3. Have all students gather in a circle. Select one student to act out the visitor role and one the greeter. Have them stand in the center of the circle.

4. Students on the perimeter sing the chorus of "Company's Comin'" holding hands and walking clockwise around the circle as they do so. (Suggest a step and tempo which is appropriate to your students' abilities.)

5. All stand still as they sing the verse while students in the center act out the scene depicted by the verse.

6. Structure song so that it is sung, chorus, verse one; chorus, verse two, etc.

7. With each verse, select two students to enter the center of the circle and dramatize the verse.

8. Dance until all verses have been enacted.

## AFTERWARDS

Give individual students opportunities to act out their greeting skills by recruiting visitors into the classroom. Visits may be staged or spontaneous.

## WHAT ELSE

Discuss the verses with the students. Which situations did they like best? Which, least? Do they like having visitors in the classroom? Why? Why not?

**RELATED INSTRUCTIONAL GOAL**

1.2 To assist students in developing interpersonal skills.

**UNIT**

PERSONAL-SOCIAL SKILLS

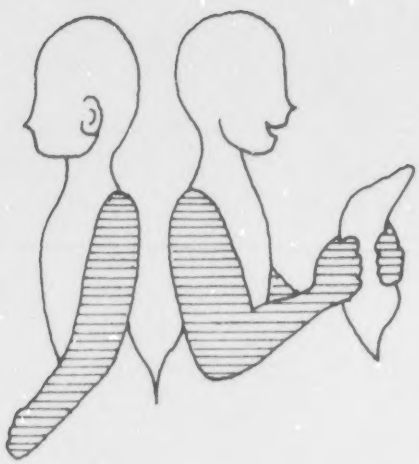
ACTIVITY # 31

**RELATED OBJECTIVE**

1.2.4 Student interacts appropriately with unfamiliar people in his or her environment.

# COMINGS AND GOINGS

**STUDENT EXPERIENCE**



In this simple theatre game, students practice meeting and conversing with less familiar people in their world.

**MATERIALS**

A supply of "Situation Cue Cards" - cards on which a variety of everyday situations are briefly described.

Open space for staging area.

SPECIAL COMMENT:

"Situation Cue Cards" should briefly describe a variety of situations in which students must interact with unfamiliar people in the environment.

## SUGGESTED ACTIVITY PROCEDURES

1. Begin by talking with students about the many situations in which they must meet and obtain information from people they know only slightly or not at all.

2. Identify, together with students, a list of these persons and situations (bus driver, policeman, food service person, etc.).

3. Develop "Situation Cue Cards" which briefly describe typical circumstances in which students might find themselves.

   Examples: "You are downtown and must ask a policeman how to get to a movie theatre."

   "You are on a new bus route and must ask the driver the proper fare."

   "You must tell a hospital nurse you do not feel well."

4. Have two students stand back-to-back in the staging area. Assign one the role of questioner, the other that of respondent.

5. The questioner selects a "Situation Cue Card" which he or the teacher reads aloud.

6. Students turn and act out what they think the appropriate responses should be.

## AFTERWARDS

Have individual students try out their skills on people in the school environment or on community trips.

## WHAT ELSE

Situations can be expanded to involve longer dialogue. Videotape "situations" and play back for students to critique.

**RELATED INSTRUCTIONAL GOAL**

1.2 To assist student in developing interpersonal skills.

**UNIT**

PERSONAL-SOCIAL SKILLS

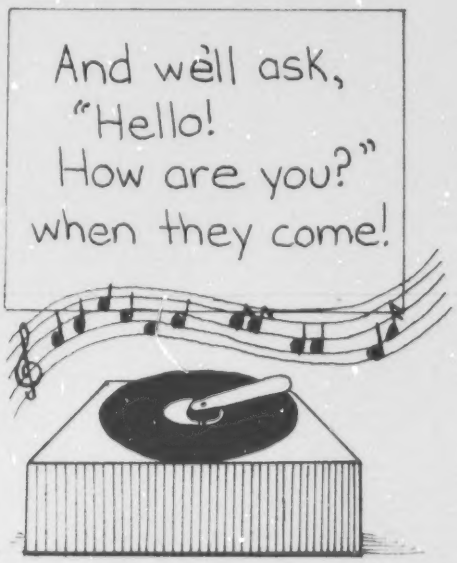
ACTIVITY # 32

**RELATED OBJECTIVE**

1.2.4 Student interacts appropriately with unfamiliar people in his or her environment.

COMPANY'S COMIN'

**STUDENT EXPERIENCE**




With this song, a re-working of "She'll Be Comin' Round the Mountain," students have an opportunity to use music to practice greeting less familiar people in their world.

**MATERIALS**

Recording of "She'll Be Comin' Round the Mountain".

Record Player.

Blackboard or chart paper on which to write "new" verses of the song.

SPECIAL COMMENT:

There is a fine recording of "She'll Be Comin' Round the Mountain" on Pete Seeger's album, Pete Seeger and Brother Kirk Visit Sesame Street.

## SUGGESTED ACTIVITY PROCEDURES

1. Begin this activity by reviewing the song "She'll Be Comin' Round The Mountain."

2. When students are familiar with the melody, introduce the new song title: "Company's Comin' Round the Corner." The chorus will be:

   Comp'ny's Comin' Round the Corner when they come
   Comp'ny's Comin' Round the Corner when they come
   Comp'ny's Comin' Round the Corner
   Comp'ny's Comin' Round the Corner
   Comp'ny's Comin' Round the Corner when they come.

3. Discuss what things should be done in preparation for company today. In the old days, one would "kill the old red rooster, when she comes" ... but something far more fitting for today might be "And we'll ask, 'How do you do?' when they come." OR "And we'll ask, 'Hello, how are you?' when they come."

4. With the assistance of students, write verses which depict the proper way to treat a visitor. (The second verse could be: "And we'll ask 'won't you sit down?' when they come." And the third verse could be: "And we'll show them all around when they come.")

5. Have students practice the song, adding new verses for different occasions and situations.

## AFTERWARDS

Give individual students opportunities to demonstrate their greeting skills by receiving students or other visitors in the class or school.

## WHAT ELSE

Try adding elements of mime and dance to give the song additional dimensions. See Activity # 30 for specifics.

**RELATED INSTRUCTIONAL GOAL**

1.5 To assist student in developing greater knowledge and control of his or her body.

**UNIT**

PERSONAL-SOCIAL SKILLS

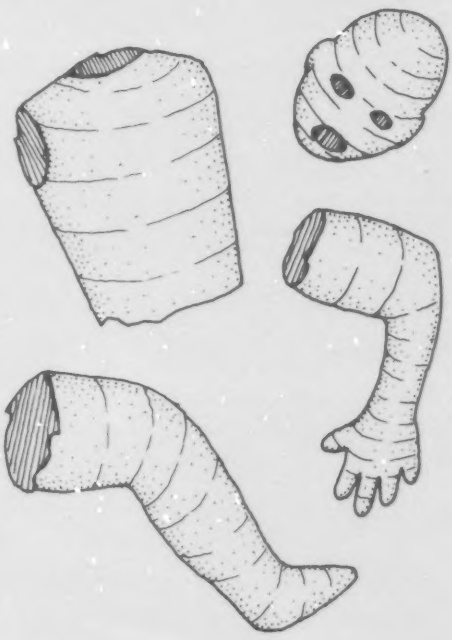
ACTIVITY # 33

**RELATED OBJECTIVE**

1.5.1 Student names and indicates function of major body parts.

# BODY CASTS

**STUDENT EXPERIENCE**



In this activity, your class creates a life-sized model of body parts for which they themselves have been the models.

**MATERIALS**

Casting material--gauze strips dipped in plaster. These are available at your local pharmacy or hospital supply outlet.

Watering pails or other large containers.

Masking tape.

Scissors.

Newspapers to cover casting area (a fairly large open space).

Paints to decorate the model.

SPECIAL COMMENT:

You will want some extra help with this one -- a good opportunity to enlist the aid of student helpers from other rooms. Also, students should wear old clothing on casting day.

## SUGGESTED ACTIVITY PROCEDURES

1. It may be helpful to have anatomical charts or commercially available models on prominent display around the room.

2. Through group discussion, have students identify the basic body parts you plan to cast.

3. Identify pairs of students who will contribute their body parts as models.

4. Demonstrate the use of casting material. Perhaps, one of your students will want to serve as the model.

   - Plaster strips are submerged in water and wrapped in layers around the part to be cast. (Use enough layers to capture the form. You may use only a part of a limb.)
   - Allow sufficient time (see directions) for plaster to set. It sets quickly.
   - When plaster is set; cut seams and remove casting.
   - Reform whole limb with masking tape.

5. Divide group into pairs for casting phase. Provide each pair with a helper (an aide or student from another class.)

6. During "drying time" you might want to play some soothing music to distract students' attention from the wait.

7. Remove casts. If a limb has been completely encircled by casting material, cut and reassemble halves with masking tape.

8. Students are now ready to decorate limb casts. Use flesh color tones to create a "realistic" model or "decorate" according to taste.

## AFTERWARDS

Have students label parts and briefly describe functions for display in class or some common area of the school.

## WHAT ELSE

If you are ambitious, you might construct a whole person from the casted bodyparts.

RELATED INSTRUCTIONAL GOAL

1.5 To assist student in developing greater knowledge and control of his or her body.

UNIT

PERSONAL-SOCIAL SKILLS

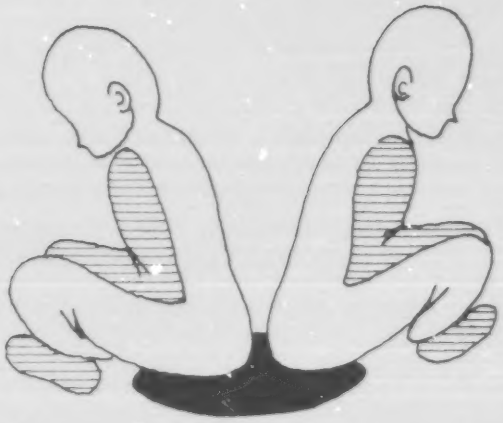
ACTIVITY # 34

RELATED OBJECTIVE

1.5.1 Student names and indicates function of major body parts.

# BODY SOUNDS

STUDENT EXPERIENCE



In this simple dance exercise, students are provided an opportunity to heighten their awareness of their bodies.

MATERIALS

Open space.

SPECIAL COMMENT:

A musical background would be a nice addition to this activity. You might wish to prepare a tape of selections which correspond to the different movement tempos.

## SUGGESTED ACTIVITY PROCEDURES

You may wish to prepare students for this activity by explaining that anything that moves makes a sound and that our bodies, even when apparently still, are moving.

1. Have students lie on the floor in a quiet, dimly lit room.
2. Instruct students to listen to the sounds their bodies make at rest (breathing, heartbeat, stomach gurgles.) Be prepared for some students to say they hear nothing.
3. Have students find a partner and listen to each other's sounds.
4. When students have completed listening exercises, discuss the body sounds they heard and the functions indicated by those sounds.
5. Now direct students through a series of moderately strenuous movements (walking, skipping, bobbing, etc.). Choose movements according to your students' motoric abilities.
6. Repeat Steps 2, 3, and 4.
7. Finally, have students engage in more strenuous activity (jumping, running in place, etc.). Again, the type of movement will depend on your students' motoric abilities.
8. Repeat Steps 2, 3, and 4.

## AFTERWARDS

Play tapes of actual body sounds and have students guess thei source and function.

## WHAT ELSE

Provide individual students with opportunities to lead the group through a series of movements which focus on a different body part.

**RELATED INSTRUCTIONAL GOAL**

1.5 To assist student in developing greater knowledge and control of his or her body.

**UNIT**

PERSONAL-SOCIAL SKILLS

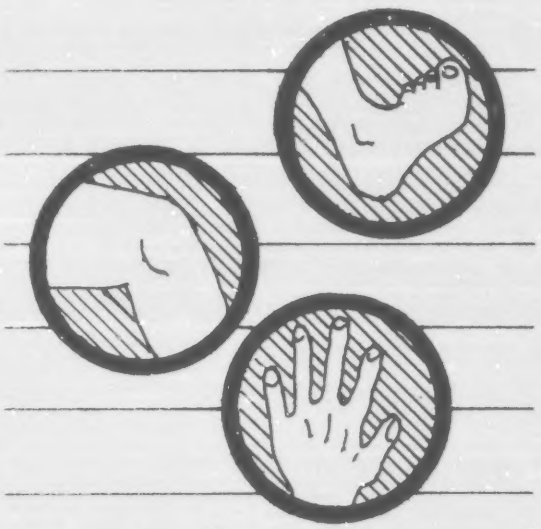
ACTIVITY # 36

**RELATED OBJECTIVE**

1.5.1 Student names and indicates function of major body parts.

# HAND JIVE

**STUDENT EXPERIENCE**



In this activity, students rewrite the once popular song: "Willie and the Hand Jive" to include verses about body parts.

**MATERIALS**

Recording of "Willie and the Hand Jive."

Record player.

Open space for moving.

SPECIAL COMMENT:

An old Eric Clapton record, 461 Ocean Boulevard, features a great version of this old fifties' rock tune.

## SUGGESTED ACTIVITY PROCEDURES

This exercise makes a great warm-up activity for the day or for other activities involving sports, mime or dance.

1. Play the song: "Willie and the Hand Jive" for your students until they become familiar with the tune. Encourage them to join in singing the chorus which goes:

   "Hand jive - (clap, clap)
   Hand jive - (clap, clap)
   Hand jive --doin' that crazy hand jive."

2. Have students stand in a circle. Make up movements for students to perform while they sing the "Hand Jive" chorus. (The rhythm of this tune is great for moving around -- not too fast or too slow).

3. Stop the music and make up a verse and movements suitable for foot jive. Have students sing and dance to:

   "Foot jive - (clap, clap)
   Foot jive - (clap, clap)
   Foot jive --doin' that crazy foot jive."

4. Add other verses for different body parts (neck jive; knee jive; arm jive, etc.)

5. Combine all the parts in a final chorus:

   "Foot jive - (clap, clap)
   Knee jive - (clap, clap)
   Leg jive --doin' that crazy foot jive."

## AFTERWARDS

Have students identify and move a variety of body parts on cue.

## WHAT ELSE

You may wish to have individual students develop specialized "jive" parts which they perform as solos, while the rest of the group provides back-up.

**RELATED INSTRUCTIONAL GOAL**

1.5 To assist student in developing self awareness.

**UNIT**

PERSONAL-SOCIAL SKILLS

ACTIVITY # 37

**RELATED OBJECTIVE**

1.5.2 Student demonstrates knowledge of the unique characteristics of his or her own body.

# BODYGRAM

**STUDENT EXPERIENCE**

In this activity, students trace their own life-sized body image. Physical features and dress are added to further personalize each "bodygram."

**MATERIALS**

Butcher paper - 6 or 7 foot lengths for each student.

Paints - the basics and some unusually bright colors.

Brushes galore - in all sizes.

Scissors.

Paste, glue, other adhesives.

Cotton, wool, buttons, fabric scraps and whatever else students may use to "dress" their images.

SPECIAL COMMENT:

You may wish to set up "painting stations" for groups of three or four students. Be sure to cover the floor with newspapers as painting may get messy!

## SUGGESTED ACTIVITY PROCEDURES

1. Have students lie on a 6' or 7' length of butcher paper.

2. A fellow student, teacher, or aide then traces around the student's body. The degree of physical guidance required for this step will vary with individual student's motoric abilities.

3. When all "bodygrams" have been traced, have students gather at painting stations in groups of 3 or 4 with their "bodygrams."

4. Explain to students that they are to paint and decorate their "bodygrams" to resemble themselves.

5. You may wish to guide students' paintings of their "bodygrams" with questions such as "What color is your hair, eyes?" etc. Encourage your students to be bold and experimental as they dress their image using materials such as wool or fabric that lend texture and dimension.

6. Allow "bodygrams" to dry.

7. Where possible, encourage students to cut out their own completed image. (Provide physical guidance or assistance to the degree necessary.)

8. Display finished "bodygrams" in classroom, hall or other school setting.

9. As your students paint, you might wish to play some "mood setting" music. "Everything is Beautiful In Its Own Way" might be one of a number of appropriate songs.

## AFTERWARDS

Have individual students identify such basic body characteristics as hair and eye color, height and body size.

## WHAT ELSE

Have individual students write, tape or dictate a brief description of themselves giving basic weight, height and color information.

**RELATED INSTRUCTIONAL GOAL**

1.5 To assist student in developing greater knowledge and control of his or her body.

**UNIT**

PERSONAL-SOCIAL SKILLS

ACTIVITY # 41

**RELATED OBJECTIVE**

1.5.3 Student practices control of his or her body in a variety of activities involving movement.

# BODY SILHOUETTES

**STUDENT EXPERIENCE**

Students act as models and record a series of controlled body movements in life-size silhouettes.

**MATERIALS**

Light source (spotlight or projector).

Butcher paper (three, four or six foot lengths for each student).

Tempera paints in shades of gray from dark to progressively lighter values.

Large paint brushes.

SPECIAL COMMENT:

You may wish to involve students in a body-movement awareness exercise in preparation for this activity.

## SUGGESTED ACTIVITY PROCEDURES

1. Begin by exploring with students the relationship between body movement and shadows (some simple hand exercises will serve the purpose.)

2. Explain that you are going to create, by tracing their shadows, a record of their body movements performing a particular activity.

3. The group then decides which body movements they wish to portray -- movement of a basketball player as he shoots, a dance movement, a runner, etc.

4. Designate 1 - 4 students of similar stature to serve as models for the movement. The number of models will vary for each phase of the activity you are recording. (You may use only one model for all phases.) Models will need to "hold" their position until it is traced.

5. Tape butcher paper to wall and set up light source.

6. Have each model assume his/her "pose" between the light source and butcher paper while someone traces the shadow. Models will need to "hold" their position until it is traced.

7. Students may then paint each pose in progressive shades of gray so that the color progression reflects the progression of movements.

8. Have students cut out silhouettes. (Provide physical assistance as needed), and display.

## AFTERWARDS

Have individual students, on cue, strike and hold a series of progressive movements.

## WHAT ELSE

If your students' themes are sports-related, these posters would make an excellent display for the gymnasium.

RELATED INSTRUCTIONAL GOAL

1.5 To assist student in developing greater knowledge and control of his or her body.

UNIT

PERSONAL-SOCIAL SKILLS

ACTIVITY # 42

RELATED OBJECTIVE

1.5.3 Student practices control of his or her body in a variety of activities involving movement.

HUMAN MACHINE

STUDENT EXPERIENCE

Students create a human machine through a pattern of interrelated and coordinated rhythmic movements.

MATERIALS

None: For initial classroom experience.

SPECIAL COMMENT:

This activity is a potential performance routine. If you decide to develop it as such, you might use fabric, corrogated board and paint (primary and metallic colors) to achieve costuming effects.

## SUGGESTED ACTIVITY PROCEDURES

1. You will want to prepare for the "Human Machine" exercise by encouraging students to think about machines. Relating the concept of machines to team work or to the body as machine, are both good starting points.

2. A class visit to a school or community resource displaying machines in operation is a good way to begin. You may also want to bring simple machines from home (can opener, egg beater, etc.) to demonstrate.

3. Class activities following visits may involve visual representations of what students saw and demonstrations of inter-relationships among the parts of a machine. The concept of team work may be emphasized here.

4. Now focus students' attention on a single machine they have seen whose movements they will replicate.

5. Select or accept student volunteers to act out the parts of the machine. Begin with one student who begins to move as a part of the machine.

6. Gradually, add other student parts until your whole machine is operational!

7. Background music and student-supplied sound effects will add another dimension to the exercise.

## AFTERWARDS

Have each student demonstrate, on cue, the body movements mastered through the human exercise.

## WHAT ELSE

You may want to augment this activity by the addition of music and costuming. It might provide an excellent dance/movement number for a festival or show.

**RELATED INSTRUCTIONAL GOAL**

1.5 To assist student in developing greater knowledge and control of his or her body.

**UNIT**

PERSONAL-SOCIAL SKILLS

ACTIVITY # 43

**RELATED OBJECTIVE**

1.5.3 Student practices control of his or her body in a variety of activities involving movement.

# MIRRORS

**STUDENT EXPERIENCE**

In this activity, students practice identifying and practicing facial expressions which convey feelings.

**MATERIALS**

Mirrors for each student.

SPECIAL COMMENT:

If students enjoy this experience, experiment with makeup, in clown or mime face, which accents facial features and emphasizes expressions.

## SUGGESTED ACTIVITY PROCEDURES

1. Have students sit in a circle on the floor for this activity.
2. Begin by talking with students about how our facial expressions communicate our moods and feelings.
3. Demonstrate how we use our eyes, face, nose, mouth and facial muscles to convey different expressions.
4. Act out several different feelings or moods by changing your facial expressions. Have students guess what feelings you are expressing.
5. Now provide individual or small groups of students with mirrors.
6. Explain that they are to act out, using only their facial expressions, the feelings or moods you suggest.
7. Encourage students to observe their own changing expressions in the mirror.
8. Have students "act out" a variety of feelings -- anger, sadness, joy, fear, etc.

## AFTERWARDS

Tell a story which clearly conveys several different moods. You may wish to tell a familiar fairy tale to begin with. Have students, as a group, "act out," using their faces only, the different moods and feelings conveyed by the story. Observe students responsivity and expressiveness.

## WHAT ELSE

Create a gallery of feelings in your classroom. Have students collect and create pictures which show people conveying different feelings through facial expressions.

**RELATED INSTRUCTIONAL GOAL**

1.5 To assist student in developing greater knowledge and control of his or her body.

**UNIT**

PERSONAL-SOCIAL SKILLS

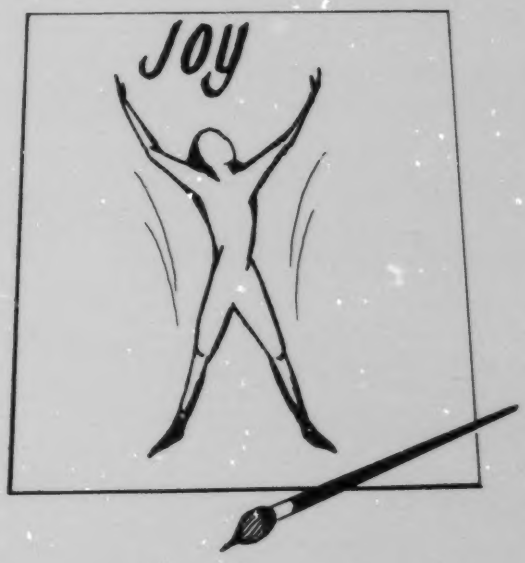
ACTIVITY # 45

**RELATED OBJECTIVE**

1.5.4 Student recognizes and uses body language and gesture as a means of communication.

# FORM AND FEELING

**STUDENT EXPERIENCE**




In this activity, students practice interpreting and expressing their feelings through a visual arts medium.

**MATERIALS**

Photographs, pictures or art prints which depict people expressing a variety of feelings and moods.

Construction paper.

Primary color tempera paints (initially use only 3-4 colors).

Brushes (various sizes).

SPECIAL COMMENT:

Some resources you might call upon for visual aides include:

The Family of Man (Steichen, Edward, Ed.)

Plates from the Thematic Aperception Test (T.A.T.)

Art Prints such as Munch's Cry or Picasso's Woman Weeping.

## SUGGESTED ACTIVITY PROCEDURES

1. Through group discussion, assist students to identify a variety of feelings or emotions (happiness, sadness, anger, surprise, etc.) and attributes (strength, courage, weakness, etc.).

2. Have students demonstrate feelings and attributes using body language and facial expressions. Discuss the method people use to express their feelings: facial expression, body gesture, etc.

3. Explain that expressions of feeling can be communicated through photographs, pictures, paintings.

4. Show exemplar "mood expressive" pictures and paintings. Encourage students to "interpret" them by identifying emotions and feelings expressed by the body language and facial expressions depicted.

5. Have students choose an emotion to express through painting. Initially, you may wish to have all students work on one emotion which you suggest through a story (e.g., Mary has just learned that her very best friend, who moved away last year, is coming to visit. How does she feel?)

6. Have students capture emotions through painting pictures depicting the emotions you have suggested.

7. Have students compare and "interpret" each other's paintings. Label with appropriate emotions.

## AFTERWARDS

Show students "mood expressive" pictures they have not seen before. Have them "interpret" the feelings or moods conveyed. Encourage them to identify the facial expressions and body language which led them to their interpretations.

## WHAT ELSE

You may want to conduct a separate lesson to teach students that colors are often associated with specific moods or feelings (e.g., red with anger, blue mood). Examples of abstract and non-objective art work can be effective here.

**RELATED INSTRUCTIONAL GOAL**

1.5 To assist student in developing greater knowledge and control of his or her body.

**UNIT**

PERSONAL-SOCIAL SKILLS

ACTIVITY # 46

**RELATED OBJECTIVE**

1.5.4 Student recognizes and uses body language and gesture as a means of communication.

# EXPRESSIONS

**STUDENT EXPERIENCE**

In this activity, students will practice moving expressively to music which conveys different moods and meanings.

**MATERIALS**

Piano.

Record player.

Records of songs conveying different emotions, moods, and tempos.

Masking tape.

SPECIAL COMMENT:

Mark two parallel lines about three feet apart down a central portion of the room - about 12 feet in length.

## SUGGESTED ACTIVITY PROCEDURES

If possible, arrange for students to see a film, television show or live performance of a modern dance troupe before beginning this activity.

1. Explain to students that they will be improvising dance movements to music. Point out that their movements should express the same mood and tempo as the music.

2. Demonstrate several examples of movements which express the different moods and tempos conveyed by the music.

3. Ask students to arrange themselves on either side of the lines taped on the floor.

4. Play different musical selections. Ask students in turn to dance down the floor, between the lines, using movements which express their interpretation of the music.

5. Continue until all have had an opportunity to move to the music.

6. Once students are comfortable with this activity, select individual students to dance interpretively without music. Other students may then "interpret" the dance.

## AFTERWARDS

Provide impromptu occasions for individual students to move interpretively to music. The audience may then have the fun of guessing at the moods and feelings conveyed by the dancer.

## WHAT ELSE

Add special effects such as scarves and simple costuming to assist students communicate different moods and meanings. Vary shape of dance area to encourage different movement patterns.

**RELATED INSTRUCTIONAL GOAL**

1.5 To assist student in developing greater knowledge and control of his or her body.

**UNIT**

PERSONAL-SOCIAL SKILLS

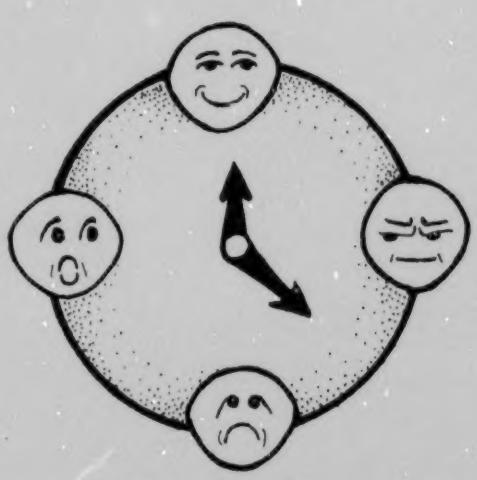
ACTIVITY # 47

**RELATED OBJECTIVE**

1.5.4 Student recognizes and uses body language and gestures as a means of communication

MIME TIME

**STUDENT EXPERIENCE**



Students demonstrate and interpret one another's mimed actions and expressions.

**MATERIALS**

None to begin with.

SPECIAL COMMENT:

If your students like miming, you might want to develop some simple costuming effects for the activity.

## SUGGESTED ACTIVITY PROCEDURES

1. Involve students in a class discussion on how the body and facial expressions of others help us to identify and interpret feelings.

2. Explain how mime is a way of representing actions through movement and gesture not words.

3. Have students mime simple feelings or situations -- greetings, partings, happiness, anger, etc.

4. Begin with basic, familiar situations. You might choose to pantomime throwing an imaginary ball from student to student showing that as it becomes larger, smaller, heavier, lighter, cold, hot, etc., our movements in relation to it change.

5. Gradually expand on this experience to add to your student's repertoire. Use the guessing-game techniques to expand activities.

   - What am I Doing? (Yo-yo, driving a car, eating, sleeping, etc.)
   - What am I Saying? (Verbal rather than emotional communications such as hello, come here, no, etc.).
   - How do I Feel? (Angry, happy, discouraged)

6. As students become more proficient, have them "chain" individual mime activities into a situation (discovering and reclaiming of a valued lost object; first date, etc.).

7. Be sure non-participating students have the fun of "guessing" the theme of the skit mimed for them.

## AFTERWARDS

In impromptu or planned situations, ask individual students to mime feelings or situations. Be sure to include novel ones. Have other students "interpret" or guess the situation mimed.

## WHAT ELSE

If your students enjoy miming, why not consider forming a mime troupe (you may want to include non-handicapped students as well.) Your troupe might then perform for other classes and groups.

**RELATED INSTRUCTIONAL GOAL**

2.1 To assist student in learning to care for his or her own personal needs.

**UNIT**

DAILY LIVING SKILLS

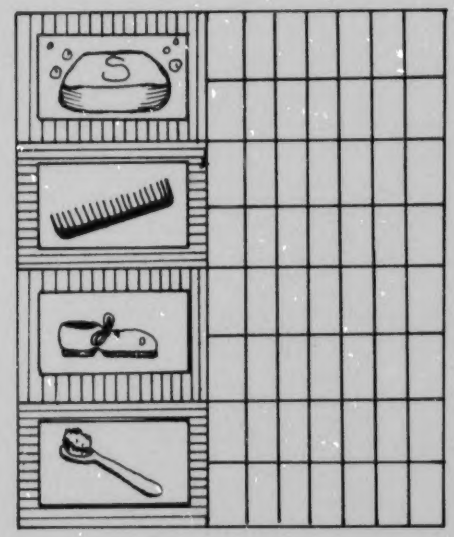
ACTIVITY # 49

**RELATED OBJECTIVE**

2.1.1 Student carries out daily activities associated with maintaining personal hygiene and grooming.

# DAILY DOINGS

**STUDENT EXPERIENCE**



In this activity, students develop and maintain a chart which portrays their personalized program of daily hygiene.

**MATERIALS**

Poster board for each student.

Adhesive.

Magic markers.

Pictures of daily hygiene and grooming routines.

Mirror (important).

Grooming aides.

SPECIAL COMMENT:

Pictures for this activity should be age-appropriate. Advertisements and popular magazines designed for a teen audience will be a good source. Also, you may wish to set up a grooming corner in your room -- if so, be sure to include a mirror.

## SUGGESTED ACTIVITY PROCEDURES

You may wish to use this activity to reinforce concepts and habits you are teaching students as part of their health program.

1. Through class discussion, assist students to identify five or six daily activities essential to their maintenance of good personal hygiene or grooming. Although students will have many common elements, (bathing, hair care, etc.), you may wish to include special needs of individual students.

2. Provide students with a supply of magazines from which to gather pictures portraying the activities they have identified. (You may wish to divide students into working groups of 3 or 4 to share a common supply of magazines.

3. Students should now cut out pictures. Provide physical assistance as needed.

4. Have students arrange pictures on the life hand side of the poster board.

5. On the right hand side, draw columns to represent days or weeks. Students will use this space to keep record of their daily/weekly tasks.

6. Provide a time during each day for students to carry out and check off their accomplishments on the chart. Use symbols, stars, stickers, or whatever appeals to your students to mark accomplishments.

7. Review charts at the end of each week.

## AFTERWARDS

At the end of each week, review student charts. You might provide a "reward" to students for their efforts. To insure that all have an opportunity to receive a reward, be sure to include several winner categories (most improved, best all-around, etc.)

## WHAT ELSE

You might arrange a shopping trip to your local drug store or department store to buy the supplies necessary for their grooming activities.

Start a grooming club or corner in your class.

**RELATED INSTRUCTIONAL GOAL**

2.1 To assist student in learning to care for his or her own personal needs.

**UNIT**

DAILY LIVING SKILLS

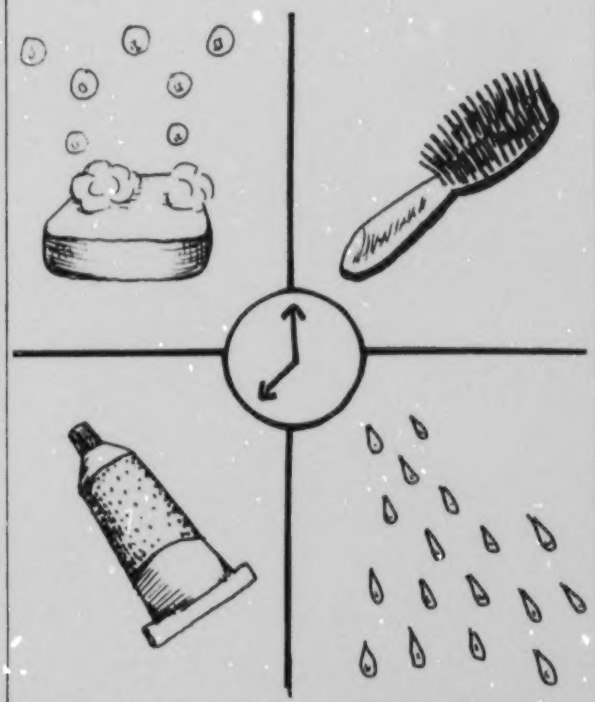
ACTIVITY # 52

**RELATED OBJECTIVE**

2.1.1 Student carries out daily activities associated with maintaining personal hygiene and grooming.

MORNING MADNESS

**STUDENT EXPERIENCE**



In this activity, students create a musical routine to exemplify and accompany their daily grooming routine.

**MATERIALS**

Tape recorder.

Music source (Guitar or piano if played by teacher. If not, a recording can work well.)

Grooming props, (such as hairbrush, dryer, toothbrush, etc.) are optional.

SPECIAL COMMENTS:

This activity may be used to motivate your ongoing program in this important area.

## SUGGESTED ACTIVITY PROCEDURES

1. Begin the activity with a discussion of the sounds and movements associated with the grooming routines students are carrying out. (Some coaching or modeling may be necessary here.)

2. Have students, as a group, act out the sounds and movements of common grooming routines, such as tooth and hairbrushing, showering, etc.

3. Initially, you may wish to have students use the actual grooming aids to capture the sounds. Eventually, you may move students to imitating the sounds through musical instruments, (sand blocks, etc.) or voicing.

4. As students imitate the sounds and movements associated with these routines, provide a simple musical background. Melodies such as "Row, Row, Row Your Boat," or "This Is the Way I ..." are familiar and lend themselves well to adaptation.

5. Provide brief time periods during the week for students to rehearse their routine.

6. For variety, have students form a circle. Offer each student, in turn, a favorite routine to perform "center stage."

## AFTERWARDS

Have individual students identify, in words, song or picture, the steps for maintaining his or her good personal hygiene.

## WHAT ELSE

Have students make posters of the most important daily grooming routines.

**RELATED INSTRUCTIONAL GOAL**

2.1 To assist student in learning to care for his or her own personal needs.

**UNIT**

DAILY LIVING SKILLS

ACTIVITY # 53

**RELATED OBJECTIVE**

2.1.2 Student engages in a regular program of exercise.

EXERCISE ILLUSTRATED

**STUDENT EXPERIENCE**

Students visually represent a favorite movement from their regular program of exercise.

**MATERIALS**

Light source (projector or spotlight).

Large sheets of primary color construction paper.

White crayons or chalk.

Scissors.

SPECIAL COMMENT:

You may wish to undertake Activity # 54 before beginning this one.

If you cannot locate construction paper in 6 foot lengths, tape several pieces together for each student.

## SUGGESTED ACTIVITY PROCEDURES

1. Through group discussion, have each student decide on a favorite exercise routine he or she would like to represent visually. Draw upon exercise routines students are engaged in regularly for ideas.

2. Assist students to identify a step or movement which best conveys the exercise they wish to represent.

3. Once the movement has been selected, place each student, in turn, between the light source and wall to which colored paper has been taped.

4. Have student assume his or her pose. Students may stand, sit, kneel, etc. either sideways or face front.

5. Designate another student or "helper" to trace around the pose. (See Activity #37 for specific directions.)

6. When tracing is complete, student may cut out silhouette. Provide physical assistance as needed.

7. Display in class or gymnasium.

## AFTERWARDS

Have students identify their exercise routines by explaining their movement pose and the regular routine from which it is taken.

## WHAT ELSE

Charts and posters of exercise routines may be displayed in the class and used to record students' progress in the program.

**RELATED INSTRUCTIONAL GOAL**

2.1 To assist student in learning to care for his or her own personal needs.

**UNIT**

DAILY LIVING SKILLS

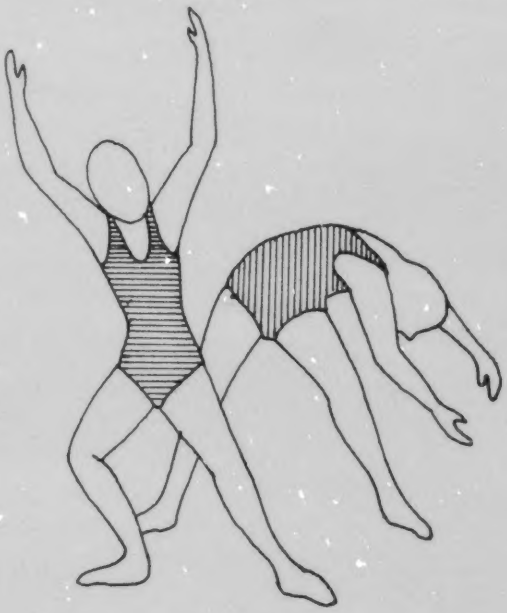
ACTIVITY # 54

**RELATED OBJECTIVE**

2.1.2 Student engages in a regular program of exercise.

# CHORUS LINE

**STUDENT EXPERIENCE**



In this activity, students learn to dance basic warm-up exercises combining them into a coordinated dance routine.

**MATERIALS**

Musical selections -- choose lively "show-biz" or popular recordings according to taste.

Open space in classroom or gymnasium to serve as "dance floor."

Percussion instrument.

SPECIAL COMMENT:

This simple exercise routine may stand by itself or form the basis of a more comprehensive and sophisticated program of dance/movement.

## SUGGESTED ACTIVITY PROCEDURES

1. Before beginning your program, why not provide students with an opportunity to enjoy a performance of jazz, modern or interpretive dancing? If no programs are available locally -- it need not be a professional troup movie or television show may be an alternative.
2. Arrange students at spaced intervals on "dance floor."
3. Introduce students to a variety of simple warm-up exercises (e.g., shaking, stretching, bouncing, skipping, etc.) which involve both stationary and locomotive movements.
4. Try having individual students perform a series of dance/movement exercises in response to coaching and musical cues you provide. No fixed set of movements is necessary as long as they involve a variety of body parts in both gross and fine movements.
5. Once students are comfortable with the basic medley of movements you have explored, add variety by experimenting with simple rhythmic variations on movements.
6. Use a drum, tambourines or other percussion instruments to vary the basic movements in response to your changed rhythm.
7. As your students gain familiarity with the exercises, add counts. This will be helpful in developing syncopated routines.
8. As proficieny is developed, have students decide upon a favorite tune around which to develop a fixed exercise routine.

## AFTERWARDS

Try having individual students perform a series of dance/movement exercises in response to coaching and musical cues you provide.

## WHAT ELSE

You may wish to develop a dance/movement routine to be performed for parents or other students in the school at a festival or other special event.

**RELATED INSTRUCTIONAL GOAL**

2.1 To assist student in learning to care for his or her own personal needs.

**UNIT**

DAILY LIVING SKILLS

ACTIVITY # 55

**RELATED OBJECTIVE**

2.1.2 Student engages in a regular program of exercise.

# PEOPLE PUPPETS

**STUDENT EXPERIENCE**

Students, acting as puppets, isolate the movements of individual body parts by responding to invisible strings which guide their movements.

**MATERIALS**

Marionettes -- one or more to serve as models and motivators.

SPECIAL COMMENT:

Musical background is optional for this activity. If you choose to incorporate music, you might use "Puppet on a String," "Pull My Strings" (Rolling Stones) or other pop tunes conducive to movement.

## SUGGESTED ACTIVITY PROCEDURES

1. Demonstrate the operation of the marionette for students. Be certain to emphasize the relationship between a pull on the string and the movement of the puppet.
2. Allow students to practice with the marionettes individually.
3. After students have manipulated individual body parts in the marionettes, have them divide into pairs.
4. Designate one student as the puppet and the other as the puppeteer.
5. You, as the master puppeteer, will now designate the individual body parts which students are to move.
6. Guide students through small to large movements, using each body part in turn.
7. If you are using music, use many styles and alter movements to fit the music.
8. Reverse roles of puppet and puppeteer and begin again.

## AFTERWARDS

Provide a time for pairs of "puppets" and "puppeteers" to demonstrate movement routines they have developed themselves. Other students may serve as the audience and guess the subject or theme of the routines.

## WHAT ELSE

Using the "People Puppets" approach, assist students to develop a dramatic skit which they perform for others.

**RELATED INSTRUCTIONAL GOAL**

2.1 To assist student in learning to care for his or her own personal needs.

**UNIT**

DAILY LIVING SKILLS

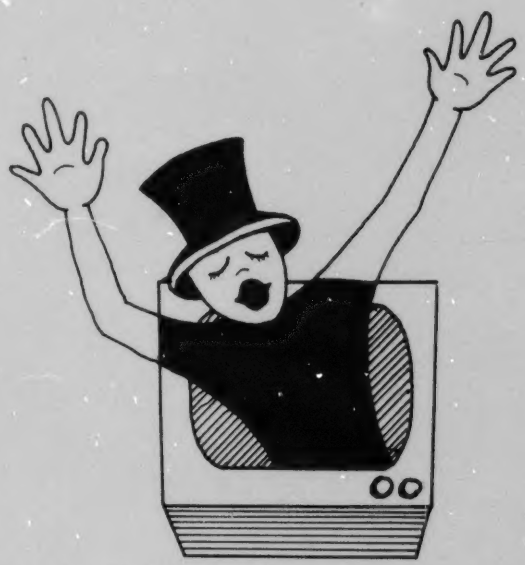
ACTIVITY # 60

**RELATED OBJECTIVE**

2.1.3 Student independently cares for clothing and other personal possessions.

# JINGLE RAGS

**STUDENT EXPERIENCE**



In this activity, students develop their own commercial "jingles" about clothing care and other self-care activities.

**MATERIALS**

Props: an assortment of items to serve as special effects for jingles.

SPECIAL COMMENT:

This activity may be used to motivate or reinforce your on-going program in self-care.

## SUGGESTED ACTIVITY PROCEDURES

1. Explain to students that they will be creating their own commercial jingle. Discuss some familiar ones (Coke, McDonalds jingles, etc.).

2. With the whole group, decide on an article of clothing for which they will write a jingle.

3. The jingle should be short and catchy. Use a real jingle with which they are familiar to adapt. For example, to the tune of 'Oscar Meyer Weiner,' -- " I'd rather hang my coat up on a hanger than leave it there a lying in a pile; Cause if I hang my coat up on a hanger, my Mom is gonna give a great big smile."

4. Have students stage the jingle in a commercial setting. Use a clap board to begin the commercial, a director to prompt, or whatever else enhances the production.

5. If your students enjoy this activity, you might develop a whole repertoire of "Jingle Rags" which can be called upon periodically to reinforce on-going self-care activities.

## AFTERWARDS

Have students check-off on a simple list of words or symbols those self-care activities they must carry out on a daily or weekly basis.

## WHAT ELSE

Display a class chart of weekly responsibilities. Each day have students check-off the tasks they have completed.

**RELATED INSTRUCTIONAL GOAL**

3.1 To assist student in becoming aware of him or herself as worker.

**UNIT**

OCCUPATIONAL GUIDANCE AND PREPARATION

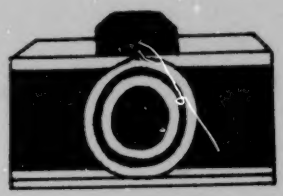
ACTIVITY # 73

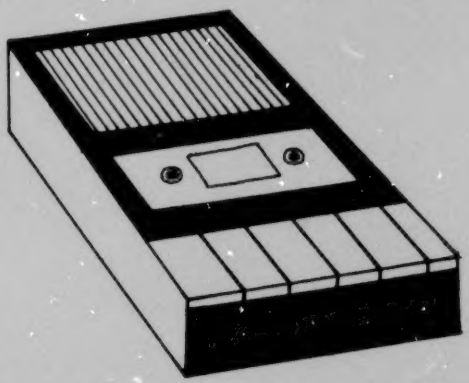
**RELATED OBJECTIVE**

3.1.1 Student identifies work responsibilities of individuals within his or her immediate environment.

POSITIONS POSTED

**STUDENT EXPERIENCE**





In this activity, students will interview members of the school staff. Photographic and audiotape recordings of interviews will be made.

**MATERIALS**

Camera (if possible).

Cassette tape recorder.

Poster board.

Magic markers.

SPECIAL COMMENT:

You will want to provide students with advance preparation on the use of tape recorder and camera for this activity.

## SUGGESTED ACTIVITY PROCEDURES

1. Before beginning this activity, discuss with students the different occupational positions held by people in the school environment.

2. After a variety of occupations have been identified, have students, working in pairs, choose a school worker they would like to interview.

3. Through group discussion, assist students to develop a list of simple questions they will pose during interviews, (e.g., What are the chief responsibilities of your job? What do you like about it?, etc.).

4. Divide students into pairs and have them practice their interviews. One student may play the role of interviewer, the other of interviewee.

5. Arrange a convenient time for students to interview and photograph school staff. Schedule in advance!

6. Pairs of students may now conduct interviews. You may wish to add a "helper" to each duo to provide guidance and assistance as necessary.

7. When interviews have been conducted, develop photos and assist students to transcribe their interviews.

8. Compile for album or post in the classroom.

## AFTERWARDS

Using photographs taken during interviews, ask students to identify the person and the position held. Have them draw pictures of the work they do.

## WHAT ELSE

If your students enjoyed this activity, the drama activity described in "Career Day" might be an excellent follow-up! (See Activity #91.)

**RELATED INSTRUCTIONAL GOAL**

3.1 To assist student in becoming aware of him or herself as worker.

**UNIT**

OCCUPATIONAL GUIDANCE AND PREPARATION

ACTIVITY # 75

**RELATED OBJECTIVE**

3.1.1 Student identifies work responsibilities of individuals within his or her immediate environment.

WHAT'S MY MIME?

**STUDENT EXPERIENCE**

Using elementary mime techniques, students "dramatize" work activities associated with career roles available in the immediate environment.

**MATERIALS**

"Staging" area.

SPECIAL COMMENT:

You may wish to set up a simple game show type staging area for this activity.

## SUGGESTED ACTIVITY PROCEDURES

1. Prepare students for this activity by acquainting them with some elementary elements of mime (Activity # 47 should be good preparation.)
2. Through group discussion, have students identify a variety of everyday work activities which lend themselves to representation through mime.
3. Have students practice "acting out" worker roles through mime.
4. Explain that you will be staging a game show which involves guessing the worker role presented through mime.
5. Select several students to serve as panel members and several as contestants.
6. Initiate the first "mime" yourself.
7. Then have student contestants step into the "staging area" to perform their mime. Panel guesses mime.
8. Play game another time reversing contestant and panel member roles.

## AFTERWARDS

Supply individual students with names or symbols depicting different worker roles. Have them "act out" work activities associated with them.

## WHAT ELSE

You may wish to augment mime activities with music. Have students use simple, musical instruments to create sounds which exemplify work activities.

**RELATED INSTRUCTIONAL GOAL**

3.1 To assist student in becoming aware of him or herself as worker.

**UNIT**

OCCUPATIONAL GUIDANCE AND PREPARATION

ACTIVITY # 76

**RELATED OBJECTIVE**

3.1.1 Student identifies work responsibilities of individuals within his or her immediate environment.

MELODY ROLE

**STUDENT EXPERIENCE**

In this activity, students create and sing a song based on work roles familiar to them in their immediate environment.

**MATERIALS**

Familiar Melody.

Musical background.

SPECIAL COMMENT:

Any melody which lends itself to adaptation to this subject will work. "My Name is McNamara" has been used here, but others may be substituted.

## SUGGESTED ACTIVITY PROCEDURES

1. This activity is best undertaken after students have developed some familiarity with a variety of work roles in the home, schools or community.

2. Explain to students that together you will be writing a song about the jobs people they know perform.

3. Select a simple, familiar melody and acquaint students with it. Play or sing it for them with standard lyrics.

4. Now suggest how it might be adapted to fit the jobs and people they are familiar with.

   For example: To the tune of "My Name is McNamara and I'm the Leader of the Band," you might sing: "My Name is _____ and I'm the principal of the school..." etc.

5. Have students suggest the names of other people for whom verses may be written.

6. Practice verses with students until they are familiar with them.

7. Sing as a group.

## AFTERWARDS

You might wish to design a "Lotto" type game board in which students match job titles or individuals with the jobs they perform.

## WHAT ELSE

If students become proficient with their "Occupation Melody," why not invite those people for whom verses have been written for a special performance?

**RELATED INSTRUCTIONAL GOAL**

3.1 To assist student in becoming aware of her or himself as worker.

**UNIT**

OCCUPATION GUIDANCE AND PREPARATION

ACTIVITY # 78

**RELATED OBJECTIVE**

3.1.2 Student identifies his or her own work responsibilities in the immediate environment.

# THE CONDUCTOR

**STUDENT EXPERIENCE**

A silent "orchestra" comprised of the students is directed by the "conductor" to represent the work responsibilities of individuals in the home or school. To the tune of "Stars and Stripes Forever" each orchestra member mimes the work responsibility he or she represents while the "conductor" leads.

**MATERIALS**

A recorded version of John Philip Soussa's "Stars and Stripes Forever."

A record player.

A baton.

Be sure to provide each student an opportunity to play "conductor" and display his or her work responsibilities.

## SUGGESTED ACTIVITY PROCEDURES

1. Explain to students that they will be participating in a silent orchestra.

2. Each member of the orchestra will mime one of the work responsibilities of the "conductor" to the tune of "Stars and Stripes Forever."

3. To familiarize students with the process, choose Teacher as the first "Conductor" role.

4. As teacher, assign each student one of your work activities to mime or act out, (e.g., writing on the board; grading papers, etc.). Besides having individual students pantomime different activities, try to include one activity which all may perform together.

5. Assemble students as orchestra and turn on the music.

6. As conductor, guide their actions providing opportunity for variations in movement. Have students move all together, separately, two at a time. Speed up or slow down movements. Include movements on toes, bending over, etc.

7. Then allow individual students to play conductor and assign his or her work tasks to "orchestra" members.

## AFTERWARDS

The lotto-type game described in Activity #76 may be used again here to determine whether students know the work responsibilities of people in their immediate environment.

## WHAT ELSE

Illustrate the activity in a series of drawings depicting each work responsibility created by the orchestra. A display of drawings might be entitled: "The Working Students March."

**RELATED INSTRUCTIONAL GOAL**

3.1 To assist student in becoming aware of him or herself as worker.

**UNIT**

OCCUPATIONAL GUIDANCE AND PREPARATION SKILLS

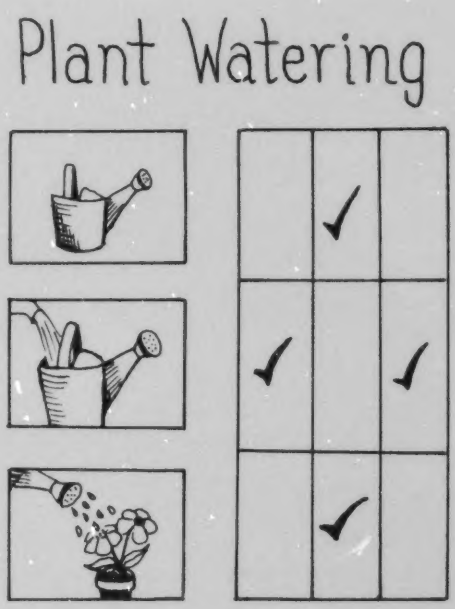
ACTIVITY # 81

**RELATED OBJECTIVE**

3.1.3 Student carries out his or her own work responsibilities.

WORK RECIPES

**STUDENT EXPERIENCE**




Students develop individual work recipe cards illustrating the job responsibilities they carry out in school.

**MATERIALS**

Large, unlined index cards.

List of jobs performed by students at home or in school.

Small squares of drawing paper.

Markers or crayons.

Glue.

SPECIAL COMMENT:

Drawing paper squares should be of a size that four or five may fit on one index card.

## SUGGESTED ACTIVITY PROCEDURES

1. You will probably wish to relate this activity to other work you are doing in the area of job responsibility.

2. Begin by identifying the different "job" responsibilities students may carry out in the class or home environment, (e.g., sweeping floor; watering plants; washing boards, etc.).

3. Have each student select a job he or she would like to carry out for a period of time (a week or so). Assist them in identifying the steps needed to complete the task successfully. Include only four or five steps.

4. Students may now illustrate on squares of drawing paper the four or five tasks of their chosen job.

5. Give each student an index card with class job printed on it. Have them arrange task pictures in order on the card.

6. Cards may be used by students as an aide to completing tasks and as a work-check form.

## AFTERWARDS

Prepare worksheet picturing tasks associated with jobs. Have students circle pictured tasks which correspond with each job.

## WHAT ELSE

Have each student keep a job file box for his or her tasks throughout the year. Share accomplishments with parents on a regular basis. Cards may also be made for student chores within the home environment.

**RELATED INSTRUCTIONAL GOAL**

3.1 To assist student in becoming aware of him or herself as worker.

**UNIT**

OCCUPATIONAL GUIDANCE AND PREPARATION

ACTIVITY # 84

**RELATED OBJECTIVE**

3.1.3 Student carries our his or her own work responsibilities.

# A TINY LITTLE GEAR - IN A GREAT BIG CLOCK

**STUDENT EXPERIENCE**

Using mime and music, students act together as a "human machine" to perform a job responsibility they all share in common.

**MATERIALS**

Musical background -- a fast-paced selection or sound effects record of the sounds of machinery running.

SPECIAL COMMENT:

You may wish to prepare for this activity by studying some "Rube Goldbergs." These machine-style, tongue-in-cheek creations portray fantastical chain reactions in which one motion leads to another which leads to another, etc.

## SUGGESTED ACTIVITY PROCEDURES

1. Explain to students that they will be creating a musical human machine to represent a job responsibility they all perform together. The purpose will be to demonstrate the importance of each person's part in performing the whole job.

2. Select a responsibility to "mechanize" which requires each person in the class to play a small but important part. Some responsibilities you might mechanize are:

    - participating in a fire drill
    - going to lunch
    - boarding the school bus.

3. Assign each student a separate job in the machine - turning off the lights, putting up chairs, closing the door, etc. Make it clear how important each part is to the whole machine.

4. Assist students to decide on a clear, definite movement which exemplifies their job in the machine.

5. Rehearse each movement in its proper sequence.

6. "Assemble" the machine parts; turn on the music; and go!

7. Remind students that if one part breaks down, the whole machine will stop functioning.

## AFTERWARDS

Set up a "cycle of work" illustrating how each person's function affects the whole working pattern of the school. Include all the people working in a school, especially the students. This cycle resembles such things as "the food chain" and "weather cycles."

## WHAT ELSE

The theme song of this activity might be a song by Michelle Valerie, "A Tiny Little Gear in a Great Big Clock," Copyright 1979.

**RELATED INSTRUCTIONAL GOAL**

3.2 To assist student in identifying potential career roles commensurate with his or her interests and abilities.

**UNIT**

OCCUPATIONAL GUIDANCE AND PREPARATION

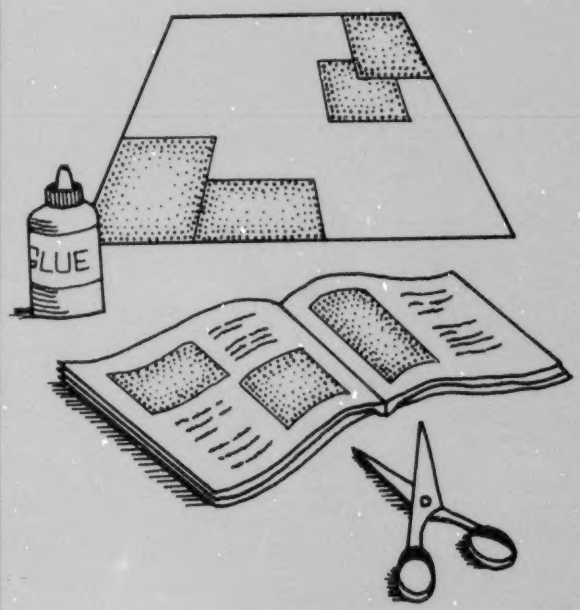
ACTIVITY # 85

**RELATED OBJECTIVE**

3.2.1 Student identifies a range of career opportunities available to him or her in the community.

# CAREERS COLLAGE

**STUDENT EXPERIENCE**




In this activity, students create a collage of pictures portraying common or uncommon work activities available to them in the home and community.

**MATERIALS**

Pictures of people working.

Sample collages.

White glue thinned with water.

Paint brushes (for applying glue).

Tag or cardboard for each student (9 x 12 x 8).

Colored board or paper for matting.

Waxpaper.

Weights (Books do nicely).

SPECIAL COMMENT:

Magazines are a readily available source of pictures for this activity. You may want students to collect pictures over several days.

## SUGGESTED ACTIVITY PROCEDURES

1. Begin by introducing students to the collage form. A trip to a local museum, library or school art exhibit is an excellent way to do this.

2. Explain to students that they will be creating their own collages picturing career opportunities available in their community.

3. Show a sample collage you have prepared in advance and explain how it was made.

4. Have students gather career pictures from magazines you have supplied. Cutting out pictures may require some physical assistance.

5. Students should now decide on picture arrangements. Layout is quite important if a pleasing effort is to be achieved. You may wish to provide some coaching or physical assistance here also.

6. Once layout is decided, paste up collage. Pictures should be pasted in layers. After pasting each layer, a sheet of wax paper should cover the work and weight (book) applied to eliminate puckers.

7. Mat finished collage using colored paper or tag board.

## AFTERWARDS

Have students identify and discuss the work activities they have selected for their collage and the "career" possibilities associated with them.

## WHAT ELSE

Career collages can make an excellent display for your library or exhibit for a Careers Day Fair. The collage form may be used to identify special interests other than career.

**RELATED INSTRUCTIONAL GOAL**

3.2 To assist student in identifying potential career roles commensurate with his or her abilities.

**UNIT**

OCCUPATIONAL GUIDANCE AND PREPARATION

ACTIVITY # 87

**RELATED OBJECTIVE**

3.2.1 Student identifies a range of career opportunities available to him or her in the community.

# TWENTY QUESTIONS

**STUDENT EXPERIENCE**

In this activity, students develop their own game show and interview individuals from the community about their careers.

**MATERIALS**

Staging area - set up in game-show fashion.

Invitations to guests.

SPECIAL COMMENT:

You will want invitations to guest speakers to be sent out a week or more in advance.

## SUGGESTED ACTIVITY PROCEDURES

1. Have students watch a game or talk show on television in preparation for this activity.

2. Explain that they will be staging their own game or talk show in which they interview individuals from the community about their careers.

3. Through group discussion assist students to identify a variety of occupations in the community. Include mothers or fathers, individuals from a sheltered workshop and student workers as well as individuals from school, industry, and service occupations.

4. Send out invitations to selected guests.

5. With students, develop a list of simple questions each guest will be asked -- What are your job responsibilities? What hours do you work? What things do you like most about your job? etc.

6. Select a panel of 5 or 6 students to interview each guest. Be sure to provide each student the opportunity to be on a panel.

7. Stage your game show on a day when several guests can come. You or a student may serve as M.C. of the show. Enjoy!

## AFTERWARDS

Have students develop posters for each guest interviewed. Include a job-related drawing and some basic job facts on each poster. Review posters with students.

## WHAT ELSE

Students may design, print and send out invitations to guests. This is also an excellent opportunity for students to practice their social skills.

**RELATED INSTRUCTIONAL GOAL**

3.2 To assist student in identifying potential career roles commensurate with his or her interests and abilities.

**UNIT**

OCCUPATIONAL GUIDANCE AND PREPARATION

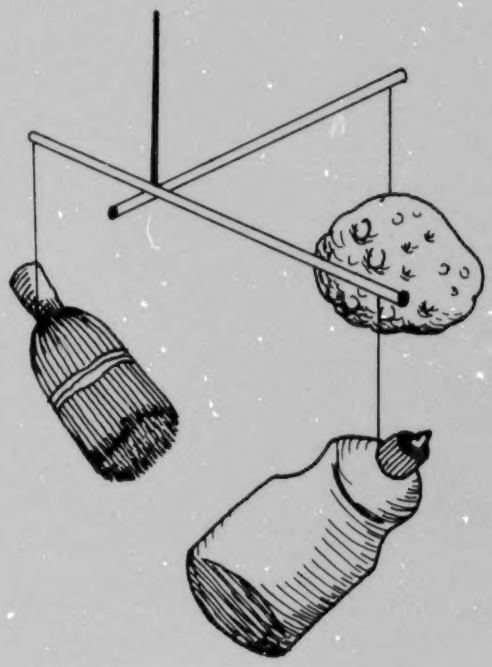
ACTIVITY # 89

**RELATED OBJECTIVE**

3.2.2 Student explores career opportunities available to him or her in the immediate environment.

# WORK MOBILE

**STUDENT EXPERIENCE**



Students create a "work mobile" displaying common objects related to the jobs they investigate.

**MATERIALS**

Camera

2 sticks for each student (approximately 1" wide, 2' long).

Yarn, strong or plastic wire.

An assortment of objects related to the jobs students have investigated (e.g., for custodian-empty cleanser bottles; sponge; model broom, etc.).

SPECIAL COMMENT:

If camera is not available, students may substitute hand-drawn pictures for photos.

Do involve students in the collection of job objects.

## SUGGESTED ACTIVITY PROCEDURES

Before beginning this activity, you will want to discuss with students a variety of jobs available to them in their school and community (office worker; health worker; fast food attendant, etc.). Decide, as a group, which they would like to learn more about.

1. Arrange for students to tour places of work in the school or community. Have students take photographs (or draw pictures) of workers on the job.

2. After the tour, students should talk about the job experiences they saw. Encourage each to identify a job of special interest.

3. With students working individually or in pairs, assist them to identify the tools and equipment needed to carry out the job they have selected. Photos and drawings will be helpful here!

4. Have students gather (either from home or school), the work items to be used in the mobile. If size is a problem, models or visual representations of tools may be used.

5. When all articles have been collected, you are ready to assemble the mobile.

6. With the two sticks (joined in a cross: X : or crossbow fasion) as the basic structure, have students suspend the work objects using string or yarn.

7. Provide students with physical assistance -- perhaps from a non-handicapped student -- in assembling the mobile and balancing the objects.

8. A photo or hand-drawn picture of the career choice may be hung in the middle of the mobile.

9. Display mobiles in classroom or other location in the school.

## AFTERWARDS

Have students identify different "work mobiles" and the tools and tasks required by the career it represents.

## WHAT ELSE

You may wish mobiles to focus on job characteristics other than tools and equipment required. Let your students' interests and understandings be the determinant.

**RELATED INSTRUCTIONAL GOAL**

3.2 To assist student in identifying potential career roles commensurate with his or her interests and abilities.

**UNIT**

OCCUPATIONAL GUIDANCE AND PREPARATION

ACTIVITY # 91

**RELATED OBJECTIVE**

3.2.2 Student explores career opportunities available to him or her within the immediate environment.

# CAREER DAY

**STUDENT EXPERIENCE**

In this activity, students develop and perform a dramatic production from their experiences as apprentice workers in the school.

**MATERIALS**

Tape recorder.

Costumes.

Props (custodial supplies, cafeterial appurtenances, cash register, phones, PE equipment).

Music.

SPECIAL COMMENT:

If you have access to video-tape equipment, dramatizations may be taped and played back for students or others.

## SUGGESTED ACTIVITY PROCEDURES

Begin this activity with a discussion about jobs, soliciting from students suggestions about the variety of jobs performed within the school community, (custodian, nurse, office worker, PE helper).

1. Arrange for students to tour the school as a group in order to view, meet and talk with school personnel performing their usual daily tasks.

2. After the tour, have students discuss their experience. You will want to encourage students to identify those job roles they found most appealing.

3. After students have identified job interests, arrange a mini-apprenticeship for pairs of students with the appropriate school personnel.

4. Following the apprenticeship, have students share their experience in a group discussion. Where appropriate, have students identify an event which was the "highlight" of their day.

5. Assist students to act out their "highlight" event for other students in the class.

6. These "highlights" may then be rehearsed, dramatized through the use of costumes and props and discussed.

7. If possible, videotape dramatizations and play back for students.

## AFTERWARDS

Have students demonstrate, through verbalization or dramatization, the work activities associated with various school jobs they have explored through the apprenticeship experience.

## WHAT ELSE

If you are ambitious and your students enthusiastic, you may wish to coordinate apprenticeship "highlights" into a single dramatic production!
(See Activity #95)

**RELATED INSTRUCTIONAL GOAL**

3.2 To assist students in identifying potential career roles commensurate with his or her interests and abilities.

**UNIT**

OCCUPATIONAL GUIDANCE AND PREPARATION

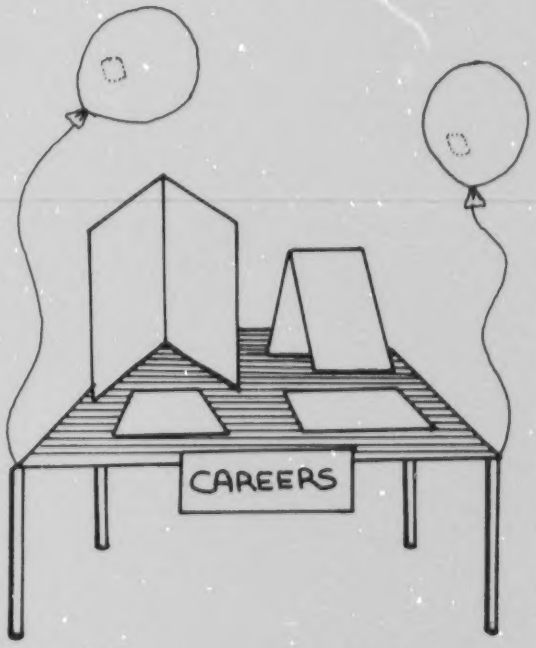
ACTIVITY # 93

**RELATED OBJECTIVE**

3.2.3 Student identifies career opportunities for which he or she has special interest or preference.

# CAREER BOOTHS

**STUDENT EXPERIENCE**




Students will set up Career Booths in the classroom displaying uniforms, work items, and pictured job tasks associated with an occupation of their choice.

**MATERIALS**

Display tables (2 or 3 desks).

Large poster baord (for each booth).

Construction paper.

Colored markers, tempera paints.

Glue, tape, scissors.

Work items and pictures associated with each job.

SPECIAL COMMENT:

Best undertake this activity after you have compieted many of the other in this unit.

NOTE: You may wish to make this a joint venture with another class.

## SUGGESTED ACTIVITY PROCEDURES

Many of the items needed for this activity have been collected or developed through other arts activities in this unit.

1. Working in pairs or in other small groupings have students identify an occupation for which they will develop a career booth.

2. Have students collect for their career booths:
   - uniforms or typical clothing worn
   - tools or equipment used to carry out the job, visual display
   - basic job facts such as: time schedules; places where jobs are performed; basic tasks performed, etc.

   These may be placed on poster boards in collage form or other form suitable for display.

3. Arrange a special time for students to set up their career booths, displaying items from #2 above. Invite other students and school personnel to visit career booths.

4. Provide each student an opportunity to man a career booth during visits. Students may dress in the attire of his or her chosen occupation.

## AFTERWARDS

When students man their "Career booths" they should be able to present some basic information about the occupation they have chosen. You may wish to develop a set of basic questions each student should be able to answer.

## WHAT ELSE

Invite parents or other community members to visit your Career Day Fair!

**RELATED INSTRUCTIONAL GOAL**

3.2 To assist students in identifying potential career roles commensurate with his or her interests and abilities.

**UNIT**

OCCUPATIONAL GUIDANCE AND PREPARATION

ACTIVITY # 95

**RELATED OBJECTIVE**

3.2.3 Student identifies career opportunities for which he or she has special interest or preference.

# CAREER DAY VIGNETTES

**STUDENT EXPERIENCE**

Using simple dramatization techniques, students create a career vignette in which all act out work activities in a common work setting.

**MATERIALS**

Costumes (work uniforms, if appropriate).

Props (items needed to carry out work)

Scenery (as simple or elaborate as you like).

SPECIAL COMMENT:

This would be an excellent activity to videotape. You will need several days to prepare students for their drama.

## SUGGESTED ACTIVITY PROCEDURES

1. This activity may be best undertaken when students are well into their career exploration activities.

2. Through group discussion, have individual students identify two or three career opportunities of interest to them. Record on board or chart paper.

3. As a group, select one work location where most of the work activities identified in Step 2 above are likely to be found. For example, a fast food operation such as McDonalds would provide opportunities for food preparation, waiting and custodial work activities. A factory or hospital location might also be suitable.

4. Once work location has been chosen, decide on a typical, simple scene which students will act out, e.g., lunch hour at McDonalds.

5. Collect or create props, costumes and scenery. Be as simple or elaborate as you like.

6. Assign student parts and provide several opportunities for practice.

7. Invite significant others to view your vignette!

## AFTERWARDS

Have each student answer several questions you have prepared on his or her job activity. Have them explain what aspects they enjoyed most - least. Tape record and transcribe for a career notebook.

## WHAT ELSE

This would be an excellent event for parents to see. If no video-tape equipment is available, be sure to take photos for your class album.

CAREER AND LIFE SKILLS PROJECT

Record of Activity Implementation

Teacher # _____ Site _____

Please record the date on which each activity was implemented on the space provided. If for any reason, you did not implement an activity with your students, please provide a brief explanation in the appropriate space.

| Activity Number | Date of Implementation | If Not Implemented, Why? |
|---|---|---|
| ____ | _____ | _____ |
| ____ | _____ | _____ |
| ____ | _____ | _____ |
| ____ | _____ | _____ |
| ____ | _____ | _____ |
| ____ | _____ | _____ |
| ____ | _____ | _____ |
| ____ | _____ | _____ |
| ____ | _____ | _____ |
| ____ | _____ | _____ |
| ____ | _____ | _____ |
| ____ | _____ | _____ |
| ____ | _____ | _____ |
| ____ | _____ | _____ |
| ____ | _____ | _____ |
| ____ | _____ | _____ |
| ____ | _____ | _____ |
| ____ | _____ | _____ |
| ____ | _____ | _____ |
| ____ | _____ | _____ |
| ____ | _____ | _____ |

| Activity Number | Date of Implementation | If Not Implemented, Why? |
| --- | --- | --- |
| | | |
| | | |
| | | |
| | | |
| | | |
| | | |
| | | |
| | | |
| | | |
| | | |
| | | |
| | | |
| | | |
| | | |
| | | |
| | | |
| | | |
| | | |
| | | |
| | | |
| | | |
| | | |
| | | |
| | | |
| | | |
| | | |
| | | |

CAREER AND LIFE SKILLS PROJECT

GUIDELINES FOR COMPLETING

ACTIVITY EVALUATION FORMS

Your evaluation of each activity in the guide is critical to the ultimate success of the Career and Life Skills Project. Therefore it is important that you take the time to complete an Activity Evaluation Form for each activity you implement with students. When completing forms, please observe the following procedures:

General Information

| | |
|---|---|
| Teacher #: | Indicate the number you have been assigned. If no number has been designated, use your Social Security number. Please be consistent! |
| Site: | Supply school name. |
| Activity #: | See upper right hand corner of each activity's first page. |
| Amount of time to implement: | Indicate actual time taken to implement activity with students. Do not include time for preparation of materials. |

---

Questions 1 - 4:

| | |
|---|---|
| STUDENT EXPERIENCE and MATERIALS | Check (✓) Helpful or Not Helpful. Supply comments to suggest modifications (e.g. #3-color paper for each student omitted). |

---

Questions 5 - 10:

| | |
|---|---|
| INSTRUCTIONAL PROCEDURES; AFTERWARDS; WHATELSE | Check (✓) Yes or No. Supply comments to suggest modifications (e.g. Step 4 should proceed step 2). |

---

Questions 11 - 13:

| | |
|---|---|
| THIS ACTIVITY WAS: | Circle a number corresponding to your evaluation of the activity relative to the dimension assessed (e.g. enjoyment, utility, etc.). Responses may range from 1 which is least favorable to 5 which is most favorable. |

Questions 14 - 16:

IN IMPLEMENTING THIS ACTIVITY, I FOUND IT:

Circle a number corresponding to your evaluation of the activity relative to the dimension assessed (e.g. complexity, freedom of expression, etc.). Responses may correspond to the three numbered values indicated by verbal descriptors or to the numbered values between descriptors.

---

MODIFICATIONS:

Please provide succinct narrative suggestions for activity modifications in the space provided. In so doing, please observe the following notation system.

(1) If suggested modifications relate to specific questions on the Activity Evaluation Form, indicate the question number before describing suggestion.

(2) If modifications relate to adaptations for specific handicapping conditions, indicate handicap before describing adaptation.

(3) If comments are of a general nature, please preface comments with the letters G.C. for general comments.

(4) If,in your opinion, an activity should be entirely rewritten, do so on a blank activity form and attach to appropriate Activity Evaluation Form.

CAREER AND LIFE SKILLS PROJECT

TEACHER INFORMATION FORM

School Name _____ Age _____

ID # _____ Sex M F

Position/Title _____

Type of Classroom _____

Class Size _____ Grade or Level _____

Age Range of Students _____

EDUCATIONAL BACKGROUND

Degree(s) _____

Number of Courses - Special Education _____

Number of Courses - In the Arts _____

Teaching Experience _____

_____

Teaching Experience in Special Education _____

_____

_____

Other Experience in the Arts (please describe) _____

_____

_____

_____

_____

_____

CAREER AND LIFE SKILLS PROJECT

STUDENT INFORMATION FORM

Student I.D. #_____ Initials ____ Age____ Sex____

Primary Handicapping Condition_____

Other Handicapping Conditions_____

Health Problems _____

School _____Grade Level_____ Yrs. in Attendance___

If Student has been institutionalized, please indicate dates:_____

---

COGNITIVE DEVELOPMENT

Level of Intellectual Functioning_____

Assessment Instrument _____ Date Administered _____

Other Test Information (e.g. PPVT etc. Please use numerical scores, where available.)

| Test Name | Scores | Date Administered |
|---|---|---|
| | | |
| | | |

---

ACADEMIC ACHIEVEMENT

General Level of Functioning_____

Method of Assessment _____Date of Assmt_____

Other Test Information (Please use grade levels where available)

| Test Name | Subtests | Level | Date |
|---|---|---|---|
| | | | |
| | | | |

---

ADAPTIVE BEHAVIOR

General Level of Functioning _____

AAMD - Adaptive Behavior Scale - Part I:

| Scale: | I | II | III | IV | V | VI | VII | VIII | IX | X |
|---|---|---|---|---|---|---|---|---|---|---|
| Raw Score | ___ | ___ | ____ | ____ | ___ | ___ | ____ | _____ | ___ | ___ |

Other Test Scores (e.g. Vineland, etc.) _____

# APPENDIX A

## Materials and Resources

# ART RESOURCES

Some resources and materials that might enhance your art lessons.

## Paper

Manila
Newsprint
Colored Construction
Finger Paint
Oak Tag
Matt Board
Block Print
Newsprint
Cardboard:
- Corrugated;
- Plain

Cellophane
Corrugated Roll
Butcher Paper
Paper Towels
Chalk Boxes, for:
- Birdhouses;
- Containers;
- Constructions

Cheese Boxes, for:
- Miniature furniture;
- Toys;
- Looms;
- Library Card Holders;
- Storage of Rulers;
- Paint Tubes;
- Mobiles

Cigar Boxes, for:
- Looms;
- Letter Containers;
- Toys;
- Sculpture;
- Construction

## Paint and Colors

Printing Inks, water soluble
Water Color Wash
Crayons, Wax:
- Large;
- Small;
- Kindergarten

Chalk
Pencils
Erasers:
- Soft;
- Rubber;
- Kneader

Felt Tip Pens:
- Permanent;
- Water Color

Tempera
Finger Paint
Water Color
Palette Knife
Cotton Swabs
Sandpaper
Steelwool

## DANCE/MOVEMENT RESOURCES

Dance and movement activities can happen in big spaces and small spaces, on the floor around desks, in the hallway or in the gym. The main resource is each student's body.

### Equipment

Record Player, with Pause Control
Tape Recorder, Reel to Reel or Cassette
Movie Projector and Screen
Slide Projector
Black Light
Mats
Musical Instruments
Video Tape Equipment
Polaroid Camera
Climbing, Rolling, Sliding Apparatus
Cloth of Different Weights, Colors and Textures
Tissue Paper
Scarves

### Music Instruments

Hand Drums
Claves
Sleigh Bells
Triangle
Maracas
Rhythm Sticks
Quiro
Sandblocks
Finger Cymbals
Tambourine
Resonator Bells
Autoharps
Guitars
Xylophone

## MUSIC RESOURCES

Some resources and materials which might enhance your music lessons.

### Instruments

Chamois Skin, used and Scraps, for:
Drum Heads
Round Oatmeal Boxes, For:
Drum Bases
Tuneable Hand Drum
Chino Dance Drum
Steel Drum
Drum Mallets with Lambswood Heads
Felt Mallets
Tomba Drum
Sleigh Bells
Rattles
Finger Cymbals
Kazoo
Wrist Bells
Wind Chimes
Auto Harp
Washboard
Claves
Rhythm Sticks
Cowbell, Indian Bells
Triangles
Tambourines
Cymbals
Castanets

## DRAMA RESOURCES

Materials from your art, music and movement lessons are great resources for starting drama activities. Wall murals may be the background scenery for a special scene from history.

### Free and Inexpensive

Cardboard Boxes, for:
- Stage Sets

Crepe Paper, for:
- Costumes

Carpet Cylinders, for:
- Stage Sets

Old Material, for:
- Costumes

Old Clothes, Shoes, Hats

### Miscellaneous

Feathers
Magic Wand
Rugs
Play Telephone
Day-Glo Paint
Stage Make-up
Record Player

### Scenery

Shadow Screen
Plain Screen
Elevations, a Large Block or Platform
Lights, Simple, Free Standing
Fabric, for Background
Bulletin Board
Butcher Paper
Corrugated Cardboard
Tempera Paints
Sheets

# APPENDIX B
# Adaptive Techniques

## ADAPTIVE TECHNIQUES: VISUAL ARTS

The following adaptive techniques*/ are provided to assist you in adapting the visual arts activities in this guide to the special needs of your students.

### Suggestions

Scissor Manipulation

1. Use double-ring (4-holed) scissors -- teacher, "buddy", or aide can assist.

2. Hold and turn paper for student.

3. Thick, dark black or bright red lines are easier for student to identify and cut.

4. By firmly holding the student's wrist with teacher's thumb placed on the student's entire palm below the thumb, the student's hand is unable to "flop" and remains straight, which keeps the scissors straight.

5. For students who do not understand the process of cutting, push hand open pull closed.

6. For hands with little or no muscle control, give hand exercises. Squeezing a soft rubber ball will help develop muscle control.

7. For students with crippled, paralyzed or prosthesis-equipped hands, who are unable to manipulate scissors, some may continue to use double-ring scissors; others can learn to cut with exacto knives.

*/ Insights: Art in Special Education, Arts Educators of New Jersey, Milburn, New Jersey, 1976.

Pasting

1. Some students do not know to put paste on their finger and frequently put paste all over their hands. Cut a small hole at the toe of a sock, place the sock over the child's hand and have the child put forefinger through this hole. Child is permitted to place paste on this one finger. Through repeated use of the sock, the child learns that paste only goes on this one finger. When skill is learned, remove sock as a reward for a learned behavior.

2. To learn where to apply the paste, draw a fat line around the outside perimeter of the shape and a large mark in the middle. This will identify specific pasting areas. Eventually the child learns and the lines can be excluded.

3. Visually impaired students are sometimes unable to identify pasting areas. Apply white glue around the perimeter and in the middle. When it hardens, student can feel where the paste areas are and can apply paste to the raised surface.

Painting

1. Initially, when introducing painting experiences to students, limiting the palette to one to three colors is sufficient. A more extensive color choice confuses some students. As painting experiences and skills increase, slowly add the full palette. The additional stimuli will be easier for them to accomodate. It is also suggested, that students just learning to paint be given one brush for each color.

2. When learning to paint, some students do not always understand the progression of painting routines or brush manipulation. Dipping brush into paint, applying brush to paper, and manipulating brush back and forth to cover the paper with paint may have to be repeated several times in that progression before learning occurs. Some students may need assistance in holding and manipulating the brush.

3. To keep tempera paints from dripping, thick paint of a creamy consistency is preferred. Powdered tempera paints can be thickened with soap powder, extender, or liquid starch and water. For blind students,

tempera paint thickened with soap powder hardens and leaves a raised textured surface which can be felt by the student when dry. Older blind students, working with oils or acrylics applied with a palette knife, would achieve the same "touch" experience when paints dry.

Paint Applicator

1. Long handled brushes are easier to handle.

2. For students with "grip-control" problems, cover handles of brushes, drawing media and tools with cotton batting wrapped with masking tape to ensure a good grip.

3. Paint brushes, palette knives, sponges attached to "clip" clothes pins, tongue depressors, Q-tips, and roll-on deodorant bottles can be used as paint applicators. If necessary, paint can be put into plastic containers that have pouring spouts.

General

1. Some students, due to stress placed upon self-care and cleanliness, shy away from messy projects. Start with non-messy activities and lead into "messy" ones gradually.

2. For some students, the teacher may need to physically guide the student's hand movements until a working rhythm is established; then release hand.

3. When teaching a skill, concentrate on the skill and do not worry about a finished product.

4. Group work --- sharing ideas, materials,and acheiving common goals on one combined project --- is good for developing positive interpersonal relations and socialization skills.

# APPENDIX C

## Warm-up Activities

## WARM-UPS

Some activities serve as warm-ups to get your body and mind (and the student's as well) into the stage of readiness for arts activities.

### Music

Gather together eight or ten bottles of different sizes and shapes. Fill each bottle with different amounts of water. Arrange them randomly and gently tap each one. Try to get a consensus from the students as to which bottles make the highest sounds and which make the lowest. Instruct the students to imitate each sound as best they can. Now have them go around the room and tap various objects with a pencil. Which objects have a clear ring and which thud? Why? Can you and the students arrange the sounds in an orderly fashion from low to high? Or vice versa? An extension of this "warming-up to sounds in our environment" exercise might be an attempt to duplicate the pentatonic scale.

### Dance/Movement

This is a basic relaxation exercise. Bring an ice cube or a popsicle to class. Or take advantage of a snowfall and bring a snowball into the room. Instruct the students to "observe how it melts". Tell the students that you are going to ask them to imitate the process. It will be most effective if you instruct the students to "make themselves as frozen as possible, freeze your hands, feet, jaws, back, buttocks until you are as stiff as you can be. Imagine now that you have been placed in the warm sun. Slowly, slowly, slowly you begin to soften, very slowly you soften and begin to melt. Slowly you begin to ooze down toward the floor. Slowly you begin to flatten out until you are soft, watery and flat as you can be. So flat and still that there is no movement at all."

***

This is a great control exercise. Have students get into a circle. This can be done standing or in wheelchairs. "Bend over from the waist. Let the feeling come up through your body and slowly raise your body and head. When you are upright, release the feeling through your voice. Very softly say 'oooooohhhhhh' and in the loudest possible voice 'yeeeaaahhh' raising arms over the head. Let your voice increase in volume in one continuous sound. As the volume

increases, your body gets bigger and bigger and lets everything go on the final note. Then do it backwards 'yeeeaaahhh', with your body returning to the original position." Repeat this-it won't work the first time!

Art

This is an experience in art: A happening. Tape a large piece of watercolor paper on all four sides onto a flat working surface. Brush it with water, using a sponge. Drop concentrated ink from a small dropper onto the wet surface and watch it grow. Two students can collaborate. Colors can be combined.

Drama

An excellent warm-up activity for drama is called "freeze". It is challenging, it fosters control and self-discipline, the students never tire of it and it will prove extremely useful throughout the year when used as a signal for focus and attention.

Find or create a space large enough so that the students may freely move about. Instruct them to find "their own space"--that is, a place where, no matter how far they stretch in any direction, they will not intrude upon another's space. Each, working within his own space, is to try to stretch in as many different ways as possible while listening to the beat of various rhythms on the drum. When you feel certain that they understand this, instruct them to move about the room, keeping their own space. Vary the rhythms from rapid to very, very S-L-O-W (the students love moving in slow motion. No matter how slowly they move, challenge them to move each part of their body more slowly). Keep reminding them (if necessary) to maintain their "own space".

Randomly call "freeze". Encourage the students to stop the action completely. Some will have one arm raised; others will be leaning forward, etc. When you are certain this exercise is mastered, instruct them to imagine what else this "statue" might be doing. Who might this be a statue of? A marathon racer about to leap a hurdle? Edison replacing an overhead light? A queen parading around in an ermine cape? A little child leaning over to tie a shoe lace?

Repeat this exercise regularly. The students do not tire of it. On the contrary, they grow more and more expert. As you progress into dramatic improvisations, this exercise will prove very worthwhile in developing characterization.

## SUGGESTED READINGS

### Visual Arts and the Handicapped


Alkema, Chester J. Art for the Exceptional. Pruett Publishing Company. 3235 Prairie Avenue, Boulder, CO 80302 (1971).

Anderson, F.E. Art for All the Children: A creative sourcebook for the impaired child. Charles C. Thomas, Publisher, Springfield, IL (301-327 E. Lawrence Street, Springfield, IL 62717).

Art in Special Education, Educating the Handicapped Through Art. Art Educators of New Jersey, 445 Wyoming Avenue, Millburn, NJ 07041 (1976).

Cohen, Elaine Pear and Ruth Straus Gainer. Art, Another Language for Learning, New York: Citation Press (1976).

Edwards, Betty. Drawn on the Right Side of the Brain. J.P. Tarcher, Inc., 9110 Sunset Boulevard, Los Angeles, CA 90069.

Fukurai, Shiro. How Can I Make What I Cannot See? Litton Educational Publishing, Inc., 7625 Empire Drive, Florence, KY 41042 (1974).

Gould, Elaine & Loren. Arts and Crafts for Physically and Mentally Disabled: The How, What and Why of It. Charles C. Thomas, Publisher, Springfield, IL.

Ludina, Florence and Katz, Elias. Creative Art of the Developmentaly Disabled. MacMillan Company.

Rubin, Judith Aron. Child Art Therapy. Van Nostrand Reinhold Co., 7625 Empire Drive, Florence, KY 41042.

Sherril, C. (Editor). Creative Arts for the Severely Handicapped. Charles C. Thomas, 301-327 E. Lawrence Street, Springfield, IL 62717.

Silver, R. Developing Cognitive and Creative Skills Through Art. University Park Press, 233 East Redwood Street, Baltimore, MD 21202.


### Dance/Movement and the Handicapped


Balazs, Eva. Dance Therapy in the Classroom: A New Movement in Education. Waldwick, N.J.: Hoctor Products for Education (1977).

Canner, Norma. And a Time to Dance. Reprinted by Boston: Plays, Inc., 1974.

Costonis, Maureen N. (Ed.). Therapy in Motion. Urbana: University of Illinois Press, (1977).

Delaney, Wynelle and Sherrill, Claudine. "Dance Therapy and Adapted Dance." In Adapted Physical Education and Recreation: A Multidisciplinary Approach by Claudine Sherrill. Dubuque: William C. Brown, (1976), pp. 237-259.

Duggan, Diane. "Goals and Methods in Dance Therapy with Multiply Handicapped Children." American Journal of Dance Therapy, Spring/Summer (1978).

Hatcher, Caro C. and Mullin, Hilda. More Than Words. . . Movement Activities for Children. Available from H. Mullin, 2353 Duane Street, Los Angeles, CA 90039.

Hecox, Bernadette; Levine, Ellen; and Scott, Diana. "A Report on the Use of Dance in Physical Rehabilitation: Every Body Has a Right to Feel God." Rehabilitation Literature 36 (January 1975): 11-16.

Kinda, Crystal. Me. . . Body Awareness for Exceptional Children; Space. . .Spatial Awareness/Ex. Ch.; Colors. . . Color Awareness/Ex. Ch. (3 separate books). Buffalo: DOK Publishing Co., 71 Radcliffe Road 14214.

Kokaska, Sharon Metz. Creative Movement for Special Education. Belmont, CA: Fearon-Pitman Publishers, 6 Davis Drive 94002 (1974).

Kratz, L.W. Movement Without Sight. Palo Alto, CA: Peek Publications (1973).

Mason, Kathleen Criddle (Ed.). Dance Therapy: Focus on Dance VII. Washington, D.C.: American Association for Health, Physical Education, and Recreation (1974).

Moran, Joan M. and Kalakian, Leonard H. Movement Experiences for the Mentally Retarded or Emotionally Disturbed Child. Minneapolis: Burgess Publishing Co. (1977).

Polk, Elizabeth. "Notes on the Demonstration of Dance Technique and Creative Dance as Taught to Deaf Children, Ages 7-11." Journal of the American Dance Therapy Association, Inc. 1 (Fall, 1968): 4-5.

Robins, Ferris and Robins, Jennet. Educational Rhythmics for Mentally and Physically Handicapped Children. New York: Association Press (1968).

Schniderman, Craig M. and Volkman, Ann. "Music and Movement Involve the Whole Child." Teaching Exceptional Children 7(Winter 1975): 58-60.

Sherrill, Claudine. (Ed.). Creative Arts for the Severely Handicapped, Springfield, IL: Ch. C. Thomas (1979).

Drama and the Handicapped

Behr, M. W., Clopton, A. S., Snyder, A. B. "Drama Integrates Basic Skills: Lesson Plans for the Learning Disabled." Springfield, IL: Charles C. Thomas Publications (1979).

Gillies, Emily P. Creative Dramatics for All Children. Washington, D. C. Association for Childhood Education International (1973).

Irwin, E., Rubin, J., Shapiro, M. Art and Drama: Partners in Therapy. American Journal of Psychotherapy, 24 (1975).

Irwin, E., Shapiro, M. "Puppetry as a Diagnostic and Therapeutic Tool", In Yakab I. (ed), Art and Psychiatry, Kaerger Press, Vol. 4.

Irwin, E. Play, Fantasy and Symbols; Drama with Emotionally Disturbed Children. American Journal of Psychotherapy. Vol. 31, No. 3 (1977) 426-436.

Jennings, Sue. Remedial Drama. New York: Theatre Arts Books (1974).

McIntyre, Barbara. Informal Dramatics: A Language Arts Activity for the Special Pupil. Pittsburgh, PA Stanwix House (1963).

McReynolds, P. "Use of Improvisational Techniques in Assessment," in P. McReynolds (Ed.) Advances in Psychological Assessment, Vol. 4, Josey-Bass (1977).

Morgan, David. "Combining Orff-Schulwerk with Creative Dramatics for the Retarded." Therapeutic Recreation Journal. 9 (Second Quarter 1975) 54-58.

Shaw, A., Stevens, C. J. (Eds). Drama, Theatre and the Handicapped. American Theatre Association, Washington, D.C. (1979).

Sherrill, C. (Ed). Creative Arts for the Severely Handicapped. Springfield, IL Charles C. Thomas Publications (1979).

Wethered, Audrey G. Movement and Drama in Therapy. Boston: Play, Inc. (1972).

## Music and the Handicapped

Birkenshaw, Lois. Music for Fun, Music for Learning. 2nd ed. Toronto: Holt, Rinehart and Winston Canada, Ltd. (1977).

Crews, Katherine. Music and Perceptual Motor Development. New York: Center for Applied Research in Education (1975).

Edwards, Eleanor M. Music Education for the Deaf. South Waterford, Maine: The Merriam-Eddy Company (1974).

Hardesty, Kay W. Music for Special Education. Morristown, NJ: Silver Burdett Co. (1979).

Levin, Gail; Levin, Herbert and Safer, Nancy. Learning Through Music. Boston: Teaching Resources Corp. (1975).

Music Educators National Conference. Music Educators Journal #58 (April 1972).

Nash, Grace et al. Do It My Way. Sherman Oaks, CA: Alfred Publishing Company.

Nocera, Sona D. Reaching the Special Learner Through Music. Morristown, NJ: Silver Burdett Co. (1979).

Sloff, Martha R. Music for Special Education - Handbook for Teachers. Fort Worth, TX: Harris Music Productions (1979).

Vernazza, Marcella. Music Plus. Boulder, CO: Pruett Publishing Company (1977).

# 5.0 EVALUATION ACTIVITIES: YEAR ONE

## 5.0 Evaluation Activities - Year One

This section of the report summarizes activities undertaken relative to the projects' year-one evaluation component. Section 5.1 presents information regarding the selection of instrumentation to be utilized in summatively assessing project impact on student subjects. Section 5.2 describes instrumentation now in the formative stages of development, which will be utilized to evaluate project impact on special educators, administrators and significant others participating in project activities. In Section 5.3 the sample subject population is described summarizing base-line data gathered on student subjects at project sites participating in year-one development/implementation activities. Finally, Section 5.4 includes the project's Third-Party Evaluator's summary of activities and accomplishments during year-one of the project.

### 5.1 Selection of Instrumentation to Summatively Assess Impact of Specialized Instructional Program on Student Subjects

The selection of measures with which to evaluate the impact of the Specialized Instructional Program on student subjects was based on several criteria as follows:

- the measure(s) applicability to the wide range of variability found among student subjects with respect to their abilities and disabilities. (see Section 5.3 for description of the population)

- the measure(s) validity with respect to the content of the Specialized Instructional Program; i.e., the degree to which the measure(s) covers a representative sample of the behavior domain to be specified in the instructional intervention.

- the measure(s) demonstrated reliability; i.e., the extent to which individual differences in test scores can reasonably be attributed to true differences in the behavior domain under consideration, rather than to chance errors of measurement.

Given that no single measurement instrument was sufficiently comprehensive to meet all three criteria and given the enhamcement in validity accruing to a multiple measures approach to such an assessment task, two standardized commercially available measures were selected to evaluate the Specialized Instruction Program's impact on student subjects. A summary description of each test relative to factors of applicability, validity and reliability (Doucette, Freedman, 1980)* is presented below:

* A list of references is included in the Appendix.

- Adaptive Behavior Scale (ABS)

  •• Applicability

  The 1974 version is a good instrument to give a gross measure of adaptive behavior in the major domains for moderate to profoundly retarded adults and all levels of children in institutional settings. It could be used for noninstitutionalized adults as long as the user recognized that the normative data would no longer be applicable and that reliability and validity evidence is not available to support the application of the instrument to this population.

  The instrument has been used for IHP development, program planning, program placement program evaluation, evaluation of treatment progress, and to differentiate between levels of handicap and type of emotional disorder.

  •• Reliability

  Reliability of the 1974 version of ABS was assessed by comparing the ratings given institutional residents by two independent ward personnel from the same shift. Interrater reliabilities for Part I ranged from .71 (self-direction) to .93 (physical development), with a mean reliability of .86. Reliabilities for Part II were low; only one scale (use of medication) had a reliability above .70; the others ranged from .37 unacceptable vocal habits) to .68 (antisocial behavior). The mean reliability for Part II domains is .57. Obviously, the Part II reliabilities present problems in making individual predictions in such matters as future growth, class or program placements, and individualized rehabilitation planning.

  •• Validity

  A number of concurrent validity studies (Arnold 1974, Christian and Malone 1973, Edmonsen and Wish 1975, Malone and Christian 1974) have been conducted using the 1974 version of the ABS. These studies find that the domains of the test correlate with other tests in the same domain. In general Part I domains have been found to correlate significantly with IQ. Lower and insignificant correlations were found with achievement tests. Part II domains are independent of both IQ and achievement measures. Christian and Malone (1973) state that the ABS can measure change as a result of programming and can serve as a test of program effectiveness.

- Social and Prevocational Interest Battery-Form (SPIB-T)

  - Applicability

    The major value of the SPIB is its ability to evaluate slow learners and educable mentally retarded persons for training in prevocational adult activity settings, social skills, and community skills orientation programs. The SPIB-Form T is extremely useful when making decisions about the placement of high trainable and low educable mentally retarded persons in community alternative settings. As discussed previously in this review, Form T appears inappropriate for low level trainable mentally retarded persons because of their inability to respond to the yes/no format of the pretest.

    The most promising use of both instruments is to measure social and prevocational skills necessary to succeed in group home, semi-independent, and independent living arrangements as well as in sheltered or semi-supervised work situations. The instruments can be utilized in EMR and TMR classes to select and train individuals for group home and community adaptation. They can also identify specific areas or domains of weaknesses which can be emphasized in training programs. Four uses of the instruments are identified in the user's guide: (1) assessing student needs, (2) planning and implementing programs, (3) monitoring program progress, and (4) evaluating outcomes.

  - Reliability

    Initial and follow-up reliability studies of the original SPIB indicate internal consistency, as well as stability. Reliability was found to be internally consistent with the Kuder-Richardson formula 20 range of .78 to .82 in the various nine tests and .94 for the total battery. Reliability was also found to be stable by the Pearson Product coefficients ranging from .70 to .79 for junior high and .62 to .78 for senior high students.

    In 1977 a brief report in the American Journal of Mental Deficiency used four samples to reasses reliability and found it continued to be adequate.

  - Validity

    Although predictive validity is difficult to assess, the authors have attempted a number of studies. One hundred thirty students tested with the experimental SPIB version in 1972-73 were evaluated by vocational rehabilitation counselors one year after graduation, based on five subscales of the criterion instrument. A first order canonical correlation of .58 indicated a moderate relationship between the SPIB tests and the five criterion subscales over a one-year period.

The Progress Assessment Chart (PAC) identified as an assessment measure of choice in the original proposal was rejected and not selected as a measure because it failed to meet both measurement critieria of validity and reliability. A summary of its poor measurement properties (Ducette, Freedman, 1980) is present below:

The PAC scales provide a means of systematically observing the social behavior of mentally handicapped individuals by comparing the records made at different times. It is possible to assess the extent of progress during that time span. Unfortunately, the lack of documentation of the measurement properties of the scale (development procedures, reliability, and validity) must somewhat erode the reviewer's confidence in the utility of the scale for widespread applications.

## 5.2 Development of Instrumentation to Assess Project Impact on Special Educators, Administrators and Significant Others

The results of an arts-based program such as the Career and Life Skills Project rarely lend themselves to simple quantitatively measurable outcomes. What actually happens to the values, attitudes and aesthetic understandings of children, teachers, administrators and significant others in the community while central to the project often fall beyond the purview of standard studies of project impact. Accordingly a number of qualitative evaluation measures have been developed during year-one of the project. These instruments will be field-tested during year-two and subsequently utilized to document these broader paramenters of project impact. The first such measure, an attitudinal scale, whose content is specifically relevant to the Career and Life Specialized Instructional Program is discussed by the Project's Third Party Evaluator, Dr. William Reynolds, in Section 5.2.1. Section 5.2.2 presents information regarding other potential qualitative measures of project impact developed during year-one.

### 5.2.1 Development of Attitude Scales

A number of attitude scales were developed by the third-party evaluator which are to be field tested and refined in Year Two of the project. Several attitude scale response formats were considered for construction purposes, as were several previously developed attitude measures. With regard to the latter, the Attitudes Toward Handicapped Individuals Scale developed by Dr. Lazar and a scale designed to measure educators' attitudes toward the retarded by Efron and Efron (1967) were considered for use in this investigation. After careful review, it was decided that the specific attitudes assessed by

both scales were not appropriate as an evaluation component of this investigation. As with many evaluation studies, it was determined that the greatest internal validity would be realized by the development of project content-specific attitude scales.

As an evaluation component, attitudes play an important role both in understanding the impact and outcome of the project, and also for examining factors basic to the implementation of project curriculum. Specifically, attitude scales were developed to assess teachers, administrators' and parents' attitudes towards handicapped youth, and also teachers' attitudes toward teaching career and life skills through the arts and their perception of students' responses to the specialized instructional curriculum.

As an indirect outcome of the Specialized Instructional Program in the Arts, it is the expectation of the project, that there will be a significant increase in attitudes, towards handicapped youth by teachers, parents, and significant others such as school administrators. A potential confounding factor here is the distinct possibility that teachers and parents of handicapped children currently perceive such individuals in a very positive manner. In order to accommodate this restriction in range, a semantic differential technique (Osgood, Suci, & Tannenbaum, 1957), was selected as an attitude scale format. It was felt that this format, which has been successfully used to asses attitudes torwards handicapped populations (Reynolds, 1978), would maximize response variability. A copy of the initial form of this scale is included in the evaluation report appendix. The scale consists of twenty-five (25) bi-polar adjectives separated by a 7-point semantic differential scale. It should be noted that the semantic differential technique has been a widely used method for assessing special education teachers' attitudes (Fine, Deutsch, Garland, & Sorrentino, 1977; Steward, Goodman & Hammond 1976).

A second attitudinal component of the project evaluation relates to the assessment of teachers' attitudes toward the implementation and utility of the Specialized Instruction Program in the Arts. How teachers perceive the curriculum and specific methods of program implementation (via the arts) is of importance for the overall evaluation of the project and interpretation of student pretest post-test scores. If, for example, teachers attitudes toward the curriculum is essentially negative, then their implementation of the program may be less than optimal. The teacher attitude scales will also allow for examination of teacher attitudes as a function

of student characteristics (e.g., age, intelligence level, school). Four teacher attitude scales have been developed for this evaluation component. Each of the scales utilizes the semantic differential technique. Three of the scales examine teachers' attitudes towards teaching the project curriculum through the arts. One scale has been developed for each curriculum domain (Personal and Social Skills, Daily Living Skills, and Occupational Guidance and Preparation). Each of these three scales consists of 25 bi-polar adjective pairs separated by a point scale. Each scale uses the same 25 pairs. This allows for a direct comparison between specific curriculum area attitudes, as well as pre-instruction, post-instruction, attitude comparisons. The fourth attitude scale is a semantic differential consisting of 15 adjective pairs with a 7-point scale, designed to assess teachers' perceptions of their students' overall response to the arts curriculum. This will be administered in a pre-test form (asking teachers perceptions as to what students' response will be) and as a post-test form (what students' responses were). (See Appendix 6.7 for sample field-test attitudinal scales).

- Attitude Evaluation Procedure

At the beginning of Project Year Two, teachers will be requested to complete the students' response and curriculum attitude scales. Teachers' names will not be used to insure anonymity. Identification numbers will be assigned and teachers will be requested to keep these numbers for later reference. Teachers will be instructed to return completed forms to the third party evaluator via pre-addressed and pre-paid mailers which will be provided. An identical procedure for returning the attitude toward handicapped youth scale will be used for teachers, administrators, and parents. In addition to the attitude scales, a 13-item modified form of the Marlowe-Crowne Social Desirability Scale (Reynolds, 1980), and a demographic information form in addition to providing valuable data, will also allow the evaluator to match up pre-test, post-test responses from those individuals who misplace or no longer have their identification number.

The procedure described above will be repeated at the end of the Year Two school year (post-test stage).

### 5.2.2 Development of Other Measures of Project Impact

Recent studies of the effectiveness of educational innovations (Rand Corp., 1975), have suggested that the true impact of a project is best evaluated on the basis of both its long and short term effectiveness. It is suggested that while evidence of signi-

ficant change in the behaviors, attitudes and test scores of students may provide the ultimate test of a project's long term effectiveness, several factors unrelated to child-change may be critical in determining its short term effectiveness. Chief among these factors are changes in the attitudes and behaviors of teachers and administrators at the local education agency implementing the project. The degree to which these educational personnel understood, endorsed and could effectively and easily implement the innovative program were found to be factors significantly affecting the project's acceptance and ultimate institutionalization at the LEA level.

During year-one of the project preliminary versions of three instruments were developed to assess these critical dimensions of project impact: They are briefly described below: (See Appendix 6.8 for To Be Revised Field-Test Versions)

- a pre and post inventory assessing teachers perceptions of the utility of the arts as a teaching strategy
- a questionnaire for administrators probing their perception of the project's goals, impact successes failures and ultimate utility
- a questionnaire for teachers probing their perceptions of the project's goals, impact successes, difficulties and utility.

Data from the pre and post inventory will be collected on all teachers at the beginning and end of the project's second year. The two questionnaires will be administered utilizing a structured interview technique during the fourth quarter of the project's second year.

5.3 Descriptive Data on Student Subjects

As per the original proposal the criteria for identification of student subjects to participate in the Specialized Instructional Program were 1) that they be between the ages of 13 and 21; and 2) that they be classified as moderately or severely handicapped for purposes of educational programming. Since criteria for assessing degree of handicapping condition vary greatly from LEA to LEA and from SEA to SEA, the sample population resulting from the selection criteria evidences considerable variability with respect to assessed abilities in cognitive, academic and adaptive behavior areas. Descriptive data presented in Table I supplies statistical descriptions of the sample subject population with respect to the following variables: age; sex; IQ; level of academic functioning; achievement test scores in

reading, math and spelling; and mean I.Q. per site (see (Appendix 6.8 for Sample Data Collection Forms).

Table I

Descriptive Data on Project Subjects

Sex:

| | N | % |
|---|---|---|
| Male | 72 | 69.9 |
| Female | 31 | 30.1 |

Age: $\bar{X}$ = 17.24 SD = 1.99 Range = 11-20 years

IQ: $\bar{X}$ = 41.16 SD = 10.15 Range = 19-68 years

Level of Academic Functioning:

| | N | % |
|---|---|---|
| Mild | 11 | 10.7 |
| Moderate | 79 | 76.7 |
| Severe | 13 | 12.6 |

Achievement Test Scores (grade levels):

| | $\bar{X}$ | SD |
|---|---|---|
| Reading | 3.37 | 1.50 |
| Spelling | 2.67 | 1.30 |
| Math | 1.97 | 1.26 |

IQ Scores by Sample Schools

| School | N | $\bar{X}$ | SD | F | P |
|---|---|---|---|---|---|
| Douglas Comm. | 22 | 38.14 | | | |
| Diggs | 44 | 35.80 | 5.67 | | |
| Woodside | 27 | 52.37 | 7.90 | 47.30 | .0001 |

## Summaries of Statistical Information

## as Per Table I

Brief interpretations which summarize Table I's statistical information follow. (It should be noted that statistical information presented here is taken from students at the three sites participating in the project's first-year development activities. Data from the students at the fourth site, Adamson Junior High School, will be presented in Year Two's report.)

### Sex

69.9% of the student subjects are male; 30.1% are female.

### Age

The mean age of student subjects is 17.24 years with the youngest student being 11 years old, and the oldest 20 years old. The mean difference or standard deviation among ages is 1.99 years.

### I.Q.

The mean I.Q. of student subjects ( as assessed by measures stipulated in section 2.8 ) is 41.16 with the lowest assessed IQ being 19, and the hignest 68. The standard deviation among I.Q. scores is 10.15 points.

### Level of Academic Functioning

Teacher judgments of academic functioning find 76.7% of students in the moderate range; 12.6% in the severe range and 10.7% in the mild range. It should be noted that these are subjective ratings reflecting relative rather than absolure designations, since all students in the population have been designated as severely or moderately handicapped for educational programming purposes.

### Achievement Test Scores

Achievement Test Scores of students, expressed in grade levels, indicate that in reading the mean level of achievement is at the 3.37 grade level with a standard deviation of 1.3 grade levels; and for Math the mean level of achievement is at the 1.97 grade level with a standard deviation of 1.26 grade levels.

Comparison of I.Q.s at Three Experimental Sites

A comparison of mean I.Q. scores by sample schools indicate that the mean at the Douglas Community Site is 38.14; as compared with 35.8 at the Diggs Site; and 52.37 at the Woodside Site. As Table I indicates, the results of an analysis of differences between means indicates that the mean I.Q. at the Woodside Site is statistically significant to the .0001 level. This difference will require statistical correction in terms of an analysis of Year-Two findings.

## 5.4 Evaluation Report - Year One

"Increasing Career and Life Skills for Handicapped Youth Through a Specialized Instructional Program in the Arts"

U.S. Department of Education, Office of Special Education, Grant No. G007902260

Evaluation Report - Year One

William M. Reynolds, Ph.D.
University of Wisconsin-Madison

This report is a third-party evaluation of the first year of a projected three year grant to develop, investigate, and report to the field, the impact of a Specizlized Instruction Program in the arts on the development of career and life skills. The basic tenets of this evaluation are both formative and summative in nature and are directed toward the continuation of this project through its three year period. During the first year, evaluation activities were primarily formative in nature. A description of these project evaluation activities are delineated in this report.

In December 1979, the evaluator, then at the State University of New York in Albany, was contacted and agreed to serve as the third party evaluator for the National Committee/Arts for the Handicapped (NCAH) grant on "Career and Life Skills." Subsequently the original grant proposal was reviewed by the evaluator. In February, 1980 the evaluator met with Ms. Eileen Daniels the Project Coordinator in Albany, New York. During this day long meeting, the project was reviewed. Formative changes in project activities and the development of formative and summative project goals were suggested by the evaluator and reacted to by the Project Coordinator.

Also during January and February of 1980, the evaluator reviewed and selected several standardized evaluation measures to assess the effectiveness of the proposed curriculum implementation. The measures selected were the AAMD Adaptive Behavior Scale (Nihira, Foster, Shellhaas & Leland, 1974) and the Social and Prevocational Information Battery-Form T (Irvin, Halpern & Reynolds, 1979). It was also indicated that achievement test data and intelligence

test scores would also be collected. It should be noted at this time the exact characteristics of the participants were not known. During this time the evaluator in collaboration with the Project Coordinator developed the Student and Teacher Information Forms for the identification of project participants The data to be gathered by these forms would be used in examining the comparability of project sites with regard to teaching personnel and salient student characteristics.

In March 1980, the evaluator spent two days in Salt Lake City, Utah meeting with NCAH Project Staff and designated Site Team Leaders. The evaluator presented a formal review and discussion of projected data collection procedures, assessment measures, and the overall evaluation component of the project. Time was also spent in learning the characteristics of each site and answering questions of the Site Team Leaders. During the meeting several Site Team Leaders expressed concern regarding the ability of their students to complete the Social and Prevocational Information Battery-Form T (SPIB-T). In the discussion which followed it became apparent that differences in student characteristics did exist between sites. It was decided that SPIB-T data would be collected from students capable of responding to the test. At the conclusion of the meeting Student and Teacher Information Forms were distributed to Site Team Leaders for completion by teachers at each site.

In April 1980, the evaluator developed an outline of projected evaluation activities for Year Two, for the Project Continuation Report prepared by the Project Coordinator. Also provided at this time was an outline of Year One project evaluation activities. This report included activities carried out by the evaluator and projected activities for the Year One formative evaluation.

In May 1980, the evaluator received 102 Student Information Forms from three sites: Diggs, 45 students; Woodside, 30 students; and Loudoun Co., 27 students. Computer codebooks, coding of each Student Information Form, keypunching of coded data, and writing of computer program control cards was completed by the evaluator. During June 1980, this data was analyzed via computerized statistical programs. Means, standard deviations, and other descriptive information were obtained for the following student characteristics: age, sex, primary handicap, secondary handicap, health problems, grade level, years in attendance, years institutionalized, intelligence test scores (IQ), level of academic functioning, math, reading and spelling achievement test scores, Vineland Social Quotients, AAMD Adaptive Behavior Scale scores, and level of adaptive behavior functioning. A large proportion of missing data was found for much of the test information. Pearson Product-Moment correlation coefficients were computed among relevant student characteristics. In addition, the

evaluator computed analysis of variance statistics for differences between salient student characteristics at the various sites. Of major importance was the determination of significant differences in student IQ scores between schools ($F(2,59) = 27.81$, $p < .0001$). Smaller, but statistically significant differences were also found on the achievement test variables. Based on informal discussions with Site Team Leaders at the March, Salt Lake City meeting, these results were expected. A descriptive report of the statistical analyses was sent to the Project Coordinator in July 1980.

In July 1980, the evaluator received from the Project Coordinator, formal evaluations of the project instructional objectives completed by site teachers and administrators. In total, 15 evaluation forms were received. Each form consisted of five evaluative questions for each of the three designated curriculum domains. The evaluation of instruction objectives was overwhelmingly positive.

In August 1980, the evaluator left the State University of New York to assume a faculty position in the Department of Educational Psychology at the University of Wisconsin in Madison. During the summer of 1980 the evaluator spent considerable time reviewing project generated documentation including the Instructional Goals and Objectives, Project Continuation Report, which was funded, and an extensive curriculum materials package developed by NCAH Project Staff, Consultants and special educators who participated in project workshops. The curriculum package which was completed as part of the project's first year activities is entitled, "An Arts Program for Handicapped Adolescents". This program presents a systematic, well thought out curriculum guide for teachers of moderate and severely handicapped students to use for teaching the three basic career and life domains (Personal-Social Skills, Daily Living Skills, and Occupational Guidance and Preparation Skills) utilizing arts activities. The initial field version is an impressive curriculum package. The guide is well organized, with objectives and instructional goals clearly specified. Student involvement in the arts, materials necessary, and suggested activities, provide teachers with a clearly delineated instructional program, which teachers should be capable of implementing. Record forms for documenting the implementation of specified activities and forms for the evaluation of the activities are also included. Overall the curriculum shows considerable promise. Actual use in the field should further its development.

## Evaluation Summary and Conclusions

It should be noted that throughout Year One of the project, the evaluator monitored and was apprised of NCAH project staff activities via numerous telephone reports with the Project Coordinator. As was indicated earlier in this report, the evaluation component of Year One is primarily formative and descriptive of evaluation activities. This included the development of data collection forms, attitudinal instrumentation, and selection of formal student assessment measures which will be used as part of the summative evaluation to judge effectiveness of the developed materials. Other formative evaluation tasks included assistance and reaction to the design of the project, materials developed, and implementation procedures.

The evaluation of activities undertaken by the Project Coordinator and NCAH staff during Year One can be summarized as remarkable. The initial project proposal, which was written by individuals other than the current Project Coordinator, was at best ambiguous and unmanageable. Based on suggestions by the project evaluator, and her own skills and abilities, the Project Coordinator has produced an organized, well defined project, successfully developed a continuation grant for Year Two, and designed a realistic, readily implementable product in the form of "An Arts Program for Handicapped Adolescents." These activities, it should be further noted, were conducted during a period of major change in the internal leadership and staff structure of the National Committee/Arts for the Handicapped.

It is this evaluator's judgment that the activities carried out pursuing completion of Year One project goals, and the manner in which these activities were executed, resulted in the successful and commendable completion of the project during Year One.

Submitted by:

William M. Reynolds, Ph.D.
Project Evaluator

## References


Berman P., and Pauly, E., Federal Programs Supporting Education Change, Vol. II, Rand Corp., 1975

Doucette, J., and Freedman, R., Progress Tests for the Developmentally Disabled Cambridge, Mass. 1980.

Efron, R.E., & Efron, H.Y. Measurement of attitudes toward the retarded and an application with educators. American Journal of Mental Deficiency, 1967, 72, 100-107.

Fine, J.R., Deutsch, C.P., Garland, W., & Sorrentino, E. A Three-Year Evaluation of "Project Mainstream". Paper presented at the Annual Meeting, American Educational Research Association, New York, 1977.

Irvin, L.K., Halpern, A.S., & Reynolds, W.M. Social and Prevocational Information Battery-Form T. Monterey, California: CTB/McGraw-Hill, 1979.

Nihira, K., Foster, R., Shellhaas, M., & Leleand, H. AAMD Adaptive Behavior Scale. Washington, D.C.: American Association on Mental Deficiency, 1974.

Osgood, C.E., Suci, G.J., & Tannenbaum, P.H. The measurement of meaning. Chicago: University of Illinois Press, 1957.

Reynolds, W.M. The Need to Examine Response Bias in the Measurement of Attitudes Toward Labels. Paper presented at the Annual Meeting, National Council on Measurement in Education, Toronto, Canada, 1978.

Reynolds, W.M. Development of Reliable and Valid Short Forms of the Marlowe-Crowne Social Desirability Scale. Manuscript submitted for publication, University of Wisconsion, 1980.

Stewart, W.A., Goodman, G., & Hammond, B. Behavior modification: Teacher training and attitudes. Exceptional Children, 1976, 42, 402-403.

# 6.0 APPENDICES

## 6.1 NCAH STAFF RESUMES

EILEEN C. DANIELS

Education

University Specialist, Educational Psychology
M.S., Special Education (Minor English)
B.A., English (Minor Psychology)
State University of New York at Albany

Certification: School Psychologist; Special Education Teacher; English Teacher

New York State

Experience with National Committee, Arts for the Handicapped.

- Coordinator, Career and Life Skills Project (1979-present). Responsible for overseeing the development and implementation of an arts-infused program designed to teach moderately and severely handicapped adolescents essential career and life skills.This research project, funded through U.S. Department of Education's Office of Special Education, will develop and assess the impact of a Specialized Instructional Program in the Arts on 200 moderately and severely handicapped adolescents. Position responsibilities include managing of the project's overall research, development and administrative activities as well as the providing training and technical assistance to teams of special educators and administrators at four nation-wide experimental sites on the integration of arts into the educational programs of severely and moderately handicapped youth.

Other Professional Experience

United States Senate Subcommittee on the Handicapped

- Staff Assistant (Summer, 1979). Responsible for developing materials for oversight hearings on P.L. 94-142. Prepared Chair opening remarks, synthesized and analyzed testimonies and developed questions addressed by wittnesses regarding the implementation of P.L. 94-142.

National Association of State Directors of Special Education

- Consultant (July-August,1979). Assisted in development of proposal submitted to BEH to identify and study critical issues in implementing P.L. 94-142. (Contract awarded).

Special Assignments

- Govermental Relations Committee (current).
- Dean appointed member of Committee to Develop Competency Based Taining Program for School Psychologists. State University of New York, Albany
- Chairperson, Special Education Curriculum Committee, Schenectady City Schools.
- Co-developer, In-Service Training Program in Special ducation. Schenectady City Schools.

Honors

- Member, National Association of School Psychologists, Governmental Relations Committee (present).
- Member, National Alliance of Pupil Service Organization, Steering Committee (present).
- Selected to participate in Harvard University's Institute on Moral Education. Researched application of Kohlberg's theory to language impaired individuals. (Summer, 1978).
- Selected as intern Bureau of Education for the Handicapped, U.S. Office of Education. (1979).
- Appointed to Advisory Committee in Special Education, Board of Education,Schenectady City Schools (1974-1978).
- Awarded fellowship for graduate study,State University of New York at Albany (1973-1976).
- Awarded Regents Scholarship, New York State (1962-1965).

Memberships

National Association of School Psychologists.
American Psychological Association.
North Eastern Research Association.

Bureau of Education for the Handicapped

- Intern, Division of Innovation and Development (D.I.D.) (January 1979-June, 1979). Responsible for a range of activities associated with the operation of D.I.D's Model Program, including the implementation of the grant review process and the monitoring of on-going programs. In addition, carried out special assignments at the request of the Branch Chief: developed position paper on conflict of of interest; developed materials on Early Childhood Research Institutes presented at national convention.

Harvard University

State University of New York, Albany

- School Psychologist (1978-1979). Responsible for conducting psychological evaluations of children referred for special education services to Albany Child Study Center and Saratoga Public Schools. Evaluated students, prepared psychological reports and consulted with teachers, counselors and parents in the development of appropriate educational programs. Concurrently, assisted Department Chairman, School Psychology in designing and implementing research project in area schools the results of which were presented at national and regional conventions.

Schenectady City School District

- Resource Teacher,Department of Pupil Services and Special Education (1970-1978). Reponsible for developing and implementing educational programs for mildly handicapped students in a urban middle school. Evaluated students, prescribed educational programs and provided technical assistance to regular class teachers working with students. Also, as chairperson of district's Special Education Curriculum Committee assisted in the development of programs and materials for special and regular educators relative to the handicapped.

Schenectady County Community College

- Adjunct Instructor, Division of Continuing Education (1973-1975). Responsible for coordinating reading program for adults in continuing education program: oversaw screening and assessment program and determined and monitored appropriate instructional interventions.

Union College

- Adjunct Instructor (1973-1974). Responsible for developing and implementing writing program for college freshman in need of remedial language instruction.

BETTE VALENTI

Education

B.A., Russell Sage College, Art Education/Studio Art
Postgraduate studies, Public Administration/Business Management, Arts Administration and Law
Specialized training, journalism, grantsmanship, PASS Training

Experience with The National Committee, Arts for the Handicapped

- Executive Director (June 1980 - present). Chief executive officer for a private non-profit organization providing national coordination and direction for a network of arts programs for handicapped children, youth, and adults. Primary responsibility includes the administration of all projects of The National Committee, Arts for the Handicapped with responsibility for all programs, budgets, personnel. Specific tasks include allocation and administration of funds, identification of funding sources, selection and supervision of staff, administration of long-term and short-term program goals and objectives, reporting directly to the Board of Directors all activities of the organization which sponsors more than 340 program sites and activities. Extensive travel to project sites to develop, monitor, evaluate programs. Development of materials for resources; presentations at national and state conferences and conventions, development of congressional, federal agency and private funding support for the organization; liaison with 30 national arts and education organizations.

- Director, Demonstration Programs (1977 - 1980). Responsible for overall program planning, implementation and evaluation of nationwide program designed to expand opportunities in the arts for disabled children and youth. Development of strategies for maximum involvement of parents, teachers, administrators, artists and other service providers at the national, state and local level. Comprehensive national program provides technical assistance and training for all field sites. Extensive grants and contracts management, public relations, fund raising, speaking, writing.

- Program Consultant (1976 - 1977). Development of publications and training materials related to national demonstration program.

Other Professional Experience

Maryland National-Capital Park and Planning Commission

- Arts Coordinator (1973 - 1977). Responsible for design of arts programs, technical assistance and communications for large service agency. Supervised a professional staff of 17 persons as well as artist-in-residence program in 17 schools and community centers. Developed a community art gallery and organized community action groups which were successful in obtaining support for quality arts offerings. Supervised the development of a county-wide arts center; obtained funding from federal, state, local and private sources. Served as a member of the merit system and administrative practices committee which developed policies for planning commission. Developed and administered grants programs funded through the National Endowment for the Arts, Maryland Arts Council, CETA, National Committee, Arts for the Handicapped and Developmental Disabilities Council.

Teaching Experience

- (1967 - 1970) Art educator in Montessori Schools in Tananarive, Madagascar; Santiago, Chile; and Canberra, Australia. Adapted arts programs to meet the needs of special students in integrated classrooms.

Professional Art Experience

- Professional Practicing Artist (1960 - present). Paintings in collections in 14 countries. Showings throughout Washington Metropolitan Area and abroad. Numerous awards. Most recent showing in Kobiashi Gallery, Kyoto, Japan (January 1980).

- Free-lance Graphic Designer (1963 - 1967). Worked with several large New York based advertising agencies including Dunlap Publishing and the Reuben H. Donnelley Corporation. Responsible for conceptualizations and final design for several major ad campaigns.

Special Assignments

- Panelist, Division of Human Resources, University of Maryland, "Interlock" Conference on the Arts, 1975.

- Panelist, Maryland Developmental Disabilities Council and Johns Hopkins University, Conference on Independent Living, 1976.

Special Assignments (Continued)

- Consultant, Pennsylvania Developmental Disabilities Council and Temple University, Training Conference for Consumers, 1976.
- Consultant, Moore College of Art, Curriculum Design in Arts Administration, 1979.
- Consultant, University of Maryland School of Social Work, several training conferences, 1977.
- Juror, Washington Area Arts Associations, numerous juried exhibitions.
- Consultant, Joseph P. Kennedy, Jr. Foundation, designed and edited Newsletter for National "Let's Play to Grow" Program, 1980.
- Speaker, North Carolina State CEC Conference on Arts for the Handicapped, 1979.
- Presenter, J. F. Kennedy Center, Imagination Celebration Symposium, DePaul University, 1978.
- Coordinator "National Very Special Arts Festival" John F. Kennedy Center for the Performing Arts, 1979.
- Keynote Speaker, National Society for Autistic Children, 1980 National Conference.
- Panelist, Institutional Reform, American Association on Mental Deficiences, 1975.
- Presenter, Black Hills State College, S.D., Symposium on Arts Programs for Handicapped Students, 1978.
- Presenter, "Newletter Design and Editing", Public Relations Society of America, 1976.
- Presenter, "Arts in Recreation", Oglebay Institute, Arts Administration.

Honors

- Chair, Institutional Reform Task Force, Maryland State Developmental Disabilities Council, Appointed by Governor.
- Chair, Legal and Human Rights Task Force, Maryland State Developmental Disabilities Council, Appointed by Governor.
- Chair, Citizens' Advisory Board, Great Oaks Regional Retardation Center, Appointed by Governor.
- Member, Task Force, High School for the Visual and Performing Arts, Maryland.
- Secretary, Maryland State Alliance for Arts Education.
- Board Member, Prince George's County, Maryland Association for Retarded Citizens.
- Member, Task Force on Gifted and Talented, Maryland.
- National Award, Design and Content, Expression, Newsletter for the Arts, Public Relations Society of America.
- Media Award, slide-tape presentation "A Very Special Arts Festival:, Prince George's County Public Relations Society.
- Advisory Board Member, SARA's Center, Great Neck, N.Y.
- National Juror, Art School Scholarships, Junior Scholastics, Washington, D.C.

Memberships

- American Council on the Arts.
- American Coalition of Citizens with Disabilities.
- Public Relations Society of America..
- Alliance for Arts Education.
- John F. Kennedy Center for the Performing Arts Education Committee.

Papers Presented

- "Alternate Careers for the Visual Artist", National Association of Schools of Art Annual Conference, Philadelphia, 1979.
- "The Artist-Administrator", University of Maryland and National Endowment for the Arts, 1979.
- "The Parents Role in Institutional Reform", HEW Reg III, Training Conference on Developmental Disabilities, Philadelphia, 1976.
- "Parents as Partners", National Conference in Public Education, Developmental Disabilities, Chicago, 1977.

STANLEY I. MOPSIK

Education

A.B.D. Candidate, Special Education and Administration, University of Maryland
M.A., Social Studies Education, New York University
B.A., Economics and Business, New York University

Experience with The National Committee, Arts for the Handicapped

- Associate Director (1980 - present). Responsible for the direction of all NCAH program activities. Supervises all program directors, coordinators and consultants. Responsible for the development of all project proposals and reports to federal funding sources. Responsible for the management and supervision of all research and development projects. Coordinates the development of instructional/curriculum materials related to research and development.

Experience with Abt Associates Inc.

- Senior Research Associate (1977 - 1980). Responsible for marketing and research efforts related to social, emotional, and educational needs of disabled individuals.

Identifying Strategies for Assisting LEA's and SEA's to Meet Procedural Safeguards Afforded to Handicapped Children and Their Parents. This study developed out of a need to look at two cornerstone provisions of procedural safeguards of P.L. 94-142 and Section 504 of the Vocational Rehabilitation Act of 1973. The study looks at notification practices in two State Education Agencies (SEA's) and nine Local Education Agencies (LEA's), while employing an in-depth case study analysis of 20 diverse sets of parents in each LEA. Additionally, we shall also research, develop, and print a catalogue of dispute settlement materials throughout the nation.

- Project Director (1978 - 1980). Responsible for overall leadership responsibilities for the identification and prioritization of substantive issues, selection of SEA's and LEA's, information analysis, report preparation, client budgetary management of all project funds.

Studying the Impact of P.L. 94-142 on the Language and Learning Disabled Adolescent and His or Her Family. This study proposes to study the impact of P.L. 94-142 on a small number of language and learning disabled (LLD) adolescents in the public school over a five-year period -- spanning junior high school to the year after high school. We will use methodologies derived from clinical psychology and anthropology to develop a human picture of LLD adolescents and their families experiencing the provisions of P.L. 94-142.

- Senior Technical Advisor/Reviewer (1978 - 1980). Participate in the identification and selection of policy issues to be investigated, assist in the development of instrumentation, and contribute to the qualitative data analysis of case study findings. Responsible for reviewing all technical products for quality and appropriateness.

A State of the Arts Study on the Accessibility of Higher Education Institutions to Disabled Students. This study developed out of a concern expressed by various agencies (Office of Civil Rights, Bureau of Education for the Handicapped, and Architectural and Transportation Compliance Board) for progress being made by higher education facilities to implement Section 504 of the Vocational Rehabilitation Act of 1973. The study employs a case study methodology supplemented by semi-structured interviews with leading representatives of national advocacy groups to determine the success and problems associated with creating facilities that are programmatically and physically accessible.

- Project Manager (1977 - 1980). Responsible for developing an overall approach to studying, selecting, and contacting sites, and preparation of the final state-of-the-art report.

Other Professional Experience

Maryland State Department of Education

- Director, Office of Program Development, Division of Special Education (1974 - 1977). Responsible for development of new statewide special education programs. Responsible for managing all federal special education procurements (six million dollars). Initiated and managed all new P.L. 94-142 compliance components.

Maryland State Department of Education (Continued)

- Coordinator, Office of Special Education (1971-1974). Administrative responsibility of Special Education Services for handicapped children in Maryland. Directed all departmental special education staff (38) and managed all state and federal support for special education (38 million dollars). Served as state Department of Education major special education policy-maker.

- Specialist in Institutions (1968-1971). Responsible for Department of Education liaison with state institutional agencies. Department of Mental Hygiene, Mental Retardation Administration, Department of Juvenile Services, and Division of Corrections.

Coppin State College

- Adjunct Professor (1968-1971). Special Education and Correctional Education Program.

District of Columbia Department of Corrections

- Education Specialist Consultant (1967-1968). Responsible for developing general education programs for correctional institutions located in Lorton, Virginia. Designed basic education curriculum.

- Researcher (1967). Responsibility for developing new diagnostic teaching techniques and general educational programs.

George Washington University

- Research Associate (1966). Institute of Law, Psychiatry, and Criminology, Mental Retardation, and the Law Project. Responsibilities included field research on mental retardation in six selected penal and correctional institutions.

Severna Park High School, Severna Park, Maryland

- Teacher - Work Coordinator (1963-1966). Teacher of educable retarded and coordinator and developer of a work experience program.

Special Assignments

- Responsible for the development of federal projects in area of institutions and handicapped.
- Member, Wills Commission. Responsible for a plan on the financing, governance, and evaluation of Maryland's public schools.
- Served on Governor's Commission on Law Enforcement and Administration of Justice Advisory Committee.
- Division of Corrections Educational Advisory Committee.
- Foster Care Advisory Committee, Department of Social Services.
- Department of Mental Hygiene, Interagency Task Force.
- Co-developer of Instructional Television Series, "Children With Special Needs."
- Co-developer of "A Design for a Continuum of Special Education Services," an innovative project.
- Maryland State Department of Education, Title III Advisory Committee.
- Chairman, Interagency Coordinating Committee, Maryland State Department of Education.
- Chairman, Task Force, Development of Project Transition, Department of Juvenile Services.
- Participant, Adult Basic Education in Corrections Conference, Columbia University.
- Full State Funding Committee, Maryland State Department of Education.
- Co-developer of Management Decision-Making Model for Maryland Division of Corrections.
- Co-designer, Continuum Training Program (1972-1976).
- Developer, Parent Involvement Seminars (for parents of children with handicapping conditions) (1975-1976).

Special Assignments (Continued)

- Member, Advisory Committee for the Mid-East Regional Resource System for the Handicapped.
- Ex-Officio Member, State Special Education Advisory Committee.
- Chairman, Maryland Council on Program Development for Institutionalized Children.
- Member, Executive Committee, National Association of State Directors of Special Education.
- Member, Executive Committee, Maryland Special Olympics.
- Member, Task Force on Deafness, Maryland State Department of Education.
- Task Force on Funding, October 1973, Maryland State Department of Education.
- Participant, Select Committee on Identifying Research Needs of the Severely and Profoundly Handicapped, February 1975, Princeton, New Jersey.
- Member, Regional Planning Council for the Needs of the Handicapped.
- Director, Workshop on Programmed Instruction.
- Co-chairman, Maryland Department of Education, Ad Hoc Task Force on Personnel Preparation for the Handicapped.
- Ad Hoc Member, Maryland Committee for White House Conference on the Handicapped.
- Chairman, Department of Health and Mental Hygiene and Department of Education Interagency Committee on Collaboration.
- Member, Maryland Governor's Committee on Special Education Funding.

Honors

- Member, National Advisory Committee for TADS.

Honors (Continued)

- President-Elect, National Association of State Directors of Special Education (1976).
- Treasurer, National Association of State Directors of Special Education (1974-1976).
- Member-at-Large, National Association of State Directors of Special Education (1974).
- Requested by the U.S. Congress, Select Sub-Committee on Education to testify with Maryland Lieutenant Governor Blair Lee on financial assistance to state Special Education Programs (March 1974).
- Awarded a fellowship for full-time study in Special Education at the University of Maryland (1966-1976).
- Awarded a Maryland State Department of Education Traineeship in Special Education (summer 1966).
- Chairman, Governmental Relations Committee, National Association of State Directors of Special Education (1974-1976).
- Panel Reviewer, Severely and Profoundly Handicapped Demonstration Projects, Bureau for the Education of the Handicapped, Washington, D. C. (December 1975).
- Panel Reviewer, Personnel Preparation Projects, Bureau for the Education of the Handicapped, Washington, D.C. (1975-present).
- Panel Reviewer, Telecommunications Projects for the Handicapped, Bureau for the Education of the Handicapped (1975).
- Honorary Chairman, Maryland Special Olympics (1974-1977).
- Field Reviewer, National Institute of Education (1980-present).

Memberships

Council for Exceptional Children

- Teacher Education Division
- Division of Mental Retardation
- Council of Administrators of Special Education

Memberships (Continued)

National Education Association

National Society for Crippled Children and Adults

National Association of State Directors of Special Education

National Association of Mental Deficiency

Papers Presented

- "Children With Exceptional Needs," Child Health Service Conference, Baltimore City Health Department, June 1972.
- Maryland Continuum of Special Education Services, Special Education Directors, State of Georgia, April 12, 1973.
- "Special Education in Maryland," Maryland Conference on Social Welfare, Baltimore, Maryland, May 1973.
- "Special Education Directors," State of Massachusetts, Framingham State College, July 20, 1973, Maryland Continuum of Special Education Services.
- National Association of State Directors of Special Education, July 10, 1973, Scottsdale, Arizona, Maryland Data System for the Handicapped.
- National Association of State Directors of Special Education, July 1973, Atlanta, Georgia, Maryland Data System for the Handicapped.
- Leadership Training Institute, Presentations on the Maryland Continuum of Educational Services:

  Plymouth, Massachusetts, February 1973
  Philadelphia, Pennsylvania, February 1973
  Miami, Florida, February 1973

- "Reading and Special Education," Maryland Reading Institute, October 1973, Ocean City, Maryland.
- Special Education in Maryland, October 1973, Channel Inn, Washington, D.C., National Advisory Committee on the Handicapped.

Papers Presented (Continued)

- "The Maryland Continuum for Special Education," Maine State Teachers Meeting, Bangor, Maine, October 1973.
- Vocational Rehabilitation and Special Education, National Vocational Rehabilitation Association, Atlantic City, New Jersey, October 29, 1973.
- Special Education Funding, Education Commission of the States, Boston, Massachusetts, December 10, 1973.
- "Special Education in Maryland." Publication developed for the State of Maryland Commission on the Structure and Governance of Education, April 1974.
- "Mainstreaming the Learning Disabled Child," Western Massachusetts Association for Children with Learning Disabilities, Granby, Massachusetts, February 1975.
- "Public Law 94-142 -- Implications for Special Education Directors," State-wide Special Education Meeting, Sturbridge, Massachusetts, December 1976.
- "Yes But!" The Severely and Profoundly Handicapped in the Public School, State-wide Mental Health Meeting, University of Connecticut, Storrs, Connecticut, April 1977.
- "Interagency Cooperation," Eennedy Institute for The Johns Hopkins University Seminar Series, May 1977.
- State and Local Special Education Research and Evaluation, Fifth Annual Conference and Exhibition on Measurement and Evaluation, Los Angeles County Board of Education, March 1978.
- "Administrative Strategies for the Implementation of P.L. 94-142 and Section 504." Council for Exceptional Children International Meeting, Dallas, Texas, April 1979.

Publications

"A Diagnostic Team Approach to Learning for Correctional Educators," The Journal of Correctional Education, Fall 1968.

Publications (Continued)

"A Conceptual Model for Correctional Education Programs: A Special Education Perspective," Prison Education Thomas and Company, Springfield, Illinois, 1973.

"A Design for a Continuum of Special Education Services and Training Models," with Lucy Hession, Council for Exceptional Children, 1974.

"Early Identification Sub-System of the Maryland Special Services Information System," Child Find, Proceedings from a National Conference sponsored by The National Coordinating Office for Regional Resource Centers and National Association of State Directors of Special Education, 1975.

"State and Local Special Education Research and Evaluation: A Former State Administrator Admires the Issues from a Private Sector Perspective," Proceedings: Fifth Annual Conference and Exhibition on Measurement and Evaluation Office of the Los Angeles County Board of Education, March 1978.

Mopsik, S., and J. A. Agard, A Parent's Guide to the Education of Handicapped Children, Cambridge, Massachusetts: Abt Publications, 1980.

State Plan for the Provision of Services and Facilities for Persons with Developmental Disabilities, Massachusetts Developmental Disabilities Council, 1978.

PRESENTATIONS AND PAPERS:

How to Organize and Advocate for Service Coordination. Presentation to National Association of Developmental Disabilities Councils, Washington, D.C.

Design and Development of a Model Case Management System. Presentation to DHEW Region IV Case Management Conference, Atlanta, Georgia.

Mental Retardation and the Nursing Profession: Approaches, Roles and Responsibilities. Presentation for students and faculty, Bunker Hill College, Charlestown, Massachusetts.

Community Education as a Means of Attitudinal Change: An Approach for Young Children and Teenagers. Presentation to the Greater Boston Association for Retarded Citizens.

A Theoretical Approach to Exceptionalities. Unpublished paper presented at Framingham State College, Framingham, Massachusetts.

The Development and Implementation of Citizen Advocacy as it Impacts Upon Retarded Citizens. Presentation to students and faculty, Syracuse University, Syracuse, New York.

Educational Change: A Myth or Reality. Unpublished paper, George Peabody College, Nashville, Tennessee.

OTHER RELATED ACTIVITIES:

Volunteer, National Association for Retarded Citizens, Virginia Association for Retarded Citizens, and Tidewater Association for Retarded Citizens, 1966-1973.

ADDRESS:

5404 Seven Oaks Court
Falls Church, Virginia 22042

TELEPHONE:

820-4350 (work)
534-1243 (home)

special education as compared to the growth of economic, social and historic events within the U.S.; co-design, development, and the teaching of courses in mental retardation; and research on mental retardation, behavior change agents and the law.

Intern, Juvenile Detention Center, Norfolk, Virginia, (1971-1972)

Responsibilities included planning, organizing and developing individualized educational programs for juvenile offenders.

Intern, Child Study Center, Old Dominion University, (1969-1972)

Responsibilities included: identifying needs, establishing objectives, designing curriculum and implementing individualized educational programs.

CONSULTANT ACTIVITIES:

Service Coordination Training, Department of Mental Health/Mental Retardation, State of Kentucky

Consultation on Mental Retardation Law and Government - A Look into the 80's. Department of Mental Health/Mental Retardation, Region III, Boston, Massachusetts

Development of Proposal for Management Support to NIDA, for Education, Rehabilitation and Handicapped Services Division of Rehab Group, Inc., Arlington, Virginia.

Program Consultant for the Lowell Community Residence Program, Lowell, Massachusetts.

REPORTS:

Design Specifications for Case Management/Service Coordination and Individualized Planning, Rehab Group, Inc.

Literature Review and State-of-the-Art Assessment of Case Management Systems and Individual Habilitation Plans, Rehab Group, Inc., 1980.

Survey Instruments and Procedures for a Program Administration Review Process for State Developmental Disabilities Programs, Rehab Group, Inc., 1979.

Training Manual for the Program Administration Review Process for State Developmental Disabilities Programs, Rehab Group, Inc., 1979.

Leisure Time Activities: A Resource Manual for Developmentally Disabled Individuals and Their Advocates, Indices, Inc., 1980.

special education as compared to the growth of economic, social and historic events within the U.S.; co-design, development, and the teaching of courses in mental retardation; and research on mental retardation, behavior change agents and the law.

Intern, Juvenile Detention Center, Norfolk, Virginia, (1971-1972)

Responsibilities included planning, organizing and developing individualized educational programs for juvenile offenders.

Intern, Child Study Center, Old Dominion University, (1969-1972)

Responsibilities included: identifying needs, establishing objectives, designing curriculum and implementing individualized educational programs.

CONSULTANT ACTIVITIES:

Service Coordination Training, Department of Mental Health/Mental Retardation, State of Kentucky

Consultation on Mental Retardation Law and Government - A Look into the 80's. Department of Mental Health/ Mental Retardation, Region III, Boston, Massachusetts

Development of Proposal for Management Support to NIDA, for Education, Rehabilitation and Handicapped Services Division of Rehab Group, Inc., Arlington, Virginia.

Program Consultant for the Lowell Community Residence Program, Lowell, Massachusetts.

REPORTS:

Design Specifications for Case Management/Service Coordination and Individualized Planning, Rehab Group, Inc.

Literature Review and State-of-the-Art Assessment of Case Management Systems and Individual Habilitation Plans, Rehab Group, Inc., 1980.

Survey Instruments and Procedures for a Program Administration Review Process for State Developmental Disabilities Programs, Rehab Group, Inc., 1979.

Training Manual for the Program Administration Review Process for State Developmental Disabilities Programs, Rehab Group, Inc., 1979.

Leisure Time Activities: A Resource Manual for Developmentally Disabled Individuals and Their Advocates, Indices, Inc., 1980.

Disabilities State Plan; statewide assessment of needs of developmentally disabled persons; coordination and evaluation of service delivery and the maintenance of information in the Department of Education and Public Health; monitoring, evaluation, and management of grants; and administrative and technical assistance to the Massachusetts Developmental Disabilities Council.

College Instructor, Severe Special Needs Program, Lesley College, Graduate School of Education (1975-1977)

Responsibilities included design and implementation of a competency-based curriculum for graduate students; program development and instruction of students in courses in Parent Involvement with Severe Special Needs Children, Introduction to Psychology of Severe Special Needs, and Community Resource Identification, Utilization, and Grantwriting.

Director, Watertown-Belmont Citizen Advocacy Project (1974-1976)

Responsibilities included program development, design, implementation, and general administration of the Massachusetts model advocacy program; supervision and training of professional and technical personnel and volunteers; development and implementation of public information campaign; design of a community education program for sensitizing public school children to the needs of handicapped children; proposal writing, fundraising; coordinating area-based service delivery; and community organization.

Assistant Director for Citizen Advocacy, Massachusetts Association for Retarded Citizens (1973-1974)

Responsibilities included establishment and supervision of statewide advocacy offices; grant preparation and fund raising; development of statewide public information campaign; design of reporting and evaluation systems; development of staff and volunteer training curriculum and materials; and coordination with the Massachusetts advocacy program for mentally retarded parolees.

Community Education Research and Teaching Assistant, George Peabody College (1972-1973)

Responsibilities included research and preparation of legal testimony for an institutional peonage suit; research on the history of institutionalization and

Disabilities State Plan; statewide assessment of needs of developmentally disabled persons; coordination and evaluation of service delivery and the maintenance of information in the Department of Education and Public Health; monitoring, evaluation, and management of grants; and administrative and technical assistance to the Massachusetts Developmental Disabilities Council.

College Instructor, Severe Special Needs Program, Lesley College, Graduate School of Education (1975-1977)

Responsibilities included design and implementation of a competency-based curriculum for graduate students; program development and instruction of students in courses in Parent Involvement with Severe Special Needs Children, Introduction to Psychology of Severe Special Needs, and Community Resource Identification, Utilization, and Grantwriting.

Director, Watertown-Belmont Citizen Advocacy Project (1974-1976)

Responsibilities included program development, design, implementation, and general administration of the Massachusetts model advocacy program; supervision and training of professional and technical personnel and volunteers; development and implementation of public information campaign; design of a community education program for sensitizing public school children to the needs of handicapped children; proposal writing, fundraising; coordinating area-based service delivery; and community organization.

Assistant Director for Citizen Advocacy, Massachusetts Association for Retarded Citizens (1973-1974)

Responsibilities included establishment and supervision of statewide advocacy offices; grant preparation and fund raising; development of statewide public information campaign; design of reporting and evaluation systems; development of staff and volunteer training curriculum and materials; and coordination with the Massachusetts advocacy program for mentally retarded parolees.

Community Education Research and Teaching Assistant, George Peabody College (1972-1973)

Responsibilities included research and preparation of legal testimony for an institutional peonage suit; research on the history of institutionalization and

RESUME

NAME: JOELLEN MORELL

PRESENT TITLE: Project Manager, Rehab Group, Inc. (1978 to present)

Responsible for business development, marketing and proposal/grant writing in the field of developmental disabilities and related areas. Also, directing government contracts which require overall management of project tasks and products, supervision of professional staff, and maintaining contact with Government and advisory officials. Currently managing contract to evaluate plans, conduct training workshops, and provide technical assistance to states implementing a comprehensive evaluation system. Previously managed a contract to do third-party evaluation of Department of Labor funded projects dealing with handicapped/high risk (juvenile delinquents) youth employment. The evaluation involves data collection, edit checks, and data analysis of the impact, processes, and interinstitutional linkages necessary for youth to successfully move from school to work environment. Also managed the Program Administration Review project, which involved designing and developing survey instruments, procedures and training materials to assist Federal staff in identifying strengths and weaknesses in the providing technical assistance to state programs. The Individual Habilitation Plan and Case Management System contract, another management responsibility, included designing specifications for model plans and systems, demonstrating the model(s) model(s), and developing procedures for area and/or state implementation. In addition to the above projects, have also assisted with the survey design, pretest, and preparation of training materials in the "Assessment of Educational Programs in State-Supported and Operated Schools for the Handicapped".

EDUCATION: M.A., Special Education/Community Education, George Peabody College, Nashville, Tennessee, 1973.

B.S., Elementary Education/Mental Retardation, Old Dominion University, Norfolk, Virginia, 1972.

EMPLOYMENT HISTORY: Principle Planner for Developmental Disabilities, Bureau of Systems Development, Commonwealth of Massachusetts (1976-1978)

Responsibilities included data collection, analysis, development and implementation of Developmental

RESUME

NAME: JOELLEN MORELL

PRESENT TITLE: Project Manager, Rehab Group, Inc. (1978 to present)

Responsible for business development, marketing and proposal/grant writing in the field of developmental disabilities and related areas. Also, directing government contracts which require overall management of project tasks and products, supervision of professional staff, and maintaining contact with Government and advisory officials. Currently managing contract to evaluate plans, conduct training workshops, and provide technical assistance to states implementing a comprehensive evaluation system. Previously managed a contract to do third-party evaluation of Department of Labor funded projects dealing with handicapped/high risk (juvenile delinquents) youth employment. The evaluation involves data collection, edit checks, and data analysis of the impact, processes, and inter-institutional linkages necessary for youth to successfully move from school to work environment. Also managed the Program Administration Review project, which involved designing and developing survey instruments, procedures and training materials to assist Federal staff in identifying strengths and weaknesses in the providing technical assistance to state programs. The Individual Habilitation Plan and Case Management System contract, another management responsibility, included designing specifications for model plans and systems, demonstrating the model(s) model(s), and developing procedures for area and/or state implementation. In addition to the above projects, have also assisted with the survey design, pretest, and preparation of training materials in the "Assessment of Educational Programs in State-Supported and Operated Schools for the Handicapped".

EDUCATION: M.A., Special Education/Community Education, George Peabody College, Nashville, Tennessee, 1973.

B.S., Elementary Education/Mental Retardation, Old Dominion University, Norfolk, Virginia, 1972.

EMPLOYMENT HISTORY: Principle Planner for Developmental Disabilities, Bureau of Systems Development, Commonwealth of Massachusetts (1976-1978)

Responsibilities included data collection, analysis, development and implementation of Developmental

State Plan for the Provision of Services and Facilities for Persons with Developmental Disabilities, Massachusetts Developmental Disabilities Council, 1978.

PRESENTATIONS AND PAPERS:

How to Organize and Advocate for Service Coordination. Presentation to National Association of Developmental Disabilities Councils, Washington, D.C.

Design and Development of a Model Case Management System. Presentation to DHEW Region IV Case Management Conference, Atlanta, Georgia.

Mental Retardation and the Nursing Profession: Approaches, Roles and Responsibilities. Presentation for students and faculty, Bunker Hill College, Charlestown, Massachusetts.

Community Education as a Means of Attitudinal Change: An Approach for Young Children and Teenagers. Presentation to the Greater Boston Association for Retarded Citizens.

A Theoretical Approach to Exceptionalities. Unpublished paper presented at Framingham State College, Framingham, Massachusetts.

The Development and Implementation of Citizen Advocacy as it Impacts Upon Retarded Citizens. Presentation to students and faculty, Syracuse University, Syracuse, New York.

Educational Change: A Myth or Reality. Unpublished paper, George Peabody College, Nashville, Tennessee.

OTHER RELATED ACTIVITIES:

Volunteer, National Association for Retarded Citizens, Virginia Association for Retarded Citizens, and Tidewater Association for Retarded Citizens, 1966-1973.

ADDRESS:

6404 Seven Oaks Court
Falls Church, Virginia 22042

TELEPHONE:

820-4350 (work)
534-1243 (home)

## 6.2 CONSULTANT RESUMES

VITA

William M. Reynolds (SSN - 570-82-7757)

TITLE: Assistant Professor
Department of Educational Psychology and Statistics
State University of New York at Albany
1400 Washington Avenue
Albany, New York 12222

ADDRESS: 9 Park Drive
East Greenbush, New York 12061

TELEPHONE: Home: (518) 477-8400 Office: (518) 457-8246

PLACE OF BIRTH: Alameda, California

DATE OF BIRTH: 08/26/51

EDUCATION:

| Dates | Institution | Degree | Major | Minor |
|---|---|---|---|---|
| 1969-1973 | University of California at Berkeley | B.A. | Psychology | Education |
| 1973-1974 | University of Oregon Eugene | M.A. | Educational Psychology | School Psychology |
| 1974-1976 | University of Oregon Eugene | Ph.D. | Educational Psychology (School Psychology) | Psychology |

PROFESSIONAL EXPERIENCE:

1976-Present Assistant Professor, Department of Educational Psychology and Statistics, State University of New York at Albany

Responsibilities: Teach graduate courses in educational psychology. Courses taught include: introductory and advanced courses in tests and measurement, advanced laboratory in test construction, mental retardation, psychology of intelligence, statistics, and research seminar. Additional duties include: conducting research, grant writing, University service, supervising independent study and research of graduate students, chair and member of doctoral dissertation committees, and course and program development in special education.

PROFESSIONAL EXPERIENCE: (continued)

1974-1976 Graduate Research Fellow, Research and Training Center in Mental Retardation, University of Oregon, Eugene

Primary responsibility focused on the development of a test battery (Social and Prevocational Information Battery - Form T) designed to measure social and prevocational competencies of mildly and moderately retarded persons in community group homes. Additional duties included the development of a behavioral rating instrument: determining test validity, monitoring of data collection (six states), and analysis and interpretation of standardization data.

1975-1976 Psychological Consultant, Center on Human Development, University of Oregon, Eugene

Primary duties included the psychological and educational assessment of multiply handicapped children. Responsibility for diagnosis, identification of problem areas (both psychological and socio-adaptive) and prescriptive intervention. Major role in medical-psychological-social staffings.

1974-1975 Instructor, Department of Educational Psychology, University of Oregon, Eugene

Taught core graduate course "Mental Tests" several terms. Course content included: rationale, theory, interpretation and uses of tests. In addition, attention was given to achievement and personality tests and their relationship to mental assessment. Current neuropsychological assessment instruments were also discussed.
Co-taught with Professor Rankin "Workshop on the WISC-R", an indepth introduction to the revised Wechsler test for advanced graduate students and professionals.

1974-1975 Psychological Evaluator, The Child Center, Eugene, Oregon

Primary duties included the psychological assessment of severely emotionally disturbed children, intake evaluations and regular child staffings. Conducted in-service training of Center staff in the use and interpretation of assessment instruments. Aided in the development of a comprehensive psychological assessment procedure used for intake evaluations.

PROFESSIONAL EXPERIENCE: (continued)

| | |
|---|---|
| 1974 | Graduate Research Fellow, Center for Educational Policy and Management (CEPM), University of Oregon, Eugene<br><br>Member of a third-party evaluation (summative) team. Evaluation of NIE funded CEPM project in group planning and decision making. |
| 1973-1974 | Educational Psychologist-Psychometrician, Regional Resource Center, University of Oregon, Eugene<br><br>Primary responsibility for psychological assessment of school children in areas of Oregon not provided for by school psychologists. Minor responsibility in diagnostic and remedial programming and evaluation. |
| 1969-1973 | Research Assistant, Department of Chemistry, University of California, Berkeley<br><br>Responsibilities included chemical extractions of plant alkaloids. Counter-current-distribution analyses of porphyrins. Preparation of thin-layer-chromatography plates for research group, and assisting graduate and post-graduate students in organic chemistry. |

OTHER PROFESSIONAL EXPERIENCE:

| | |
|---|---|
| 1979-Present | Member, SUNYA, Institutional Review Board (Committee on Human Subjects Research) |
| 1979-Present | **Manuscript Reviewer, <u>Professional Psychology</u>** |
| 1978-Present | Member, Task Force on Community Living Alternatives, New York State Office of Mental Retardation and Developmental Disabilities |
| 1977-Present | Member, Board of Directors and Executive Committee, Residential Opportunities, (a not-for-profit community organization for the residential placement of mentally retarded persons), Cohoes, New York. |
| 1978 | Consultant, Division of Community Psychiatry, State University of New York at Buffalo |
| 1977 | Fellowship and Research Grant for the Investigation of Competency Needs of Retarded Persons, State University of New York Research Foundation |
| 1976 | Consultant, Olympia Washington Public Schools |

UNIVERSITY SERVICE:

| | |
|---|---|
| 1978-1979 | Professional and Social Welfare Committee, School of Education |
| | Special Education Selection Committee, Department of Educational Psychology and Statistics |
| | Comprehensive Examination Committee, Department of Educational Psychology and Statistics |
| 1977-1978 | Evaluation Major Planning Committee, School of Education |
| | Special Education Selection Committee, Department of Educational Psychology and Statistics |
| | Comprehensive Examination Committee, Department of Educational Psychology and Statistics |
| | Psychoeducational Studies Planning Committee, Department of Educational Psychology and Statistics |
| | Measurement and Design Planning Committee, Department of Educational Psychology and Statistics |
| | Student Progress Committee, Department of Educational Psychology and Statistics |
| 1976-1977 | Student Progress Committee, Department of Educational Psychology and Statistics |
| | Inservice Presentation, Northeastern New York Speech and Hearing Center |

MEMBERSHIP IN PROFESSIONAL SOCIETIES:

American Association on Mental Deficiency

American Educational Research Association

American Psychological Association

Council for Exceptional Children

Eastern Psychological Association

National Council on Measurement in Education

National Society for the Study of Education

PUBLICATIONS:

Book Review

Reynolds, W. M. Book Review: Challenges in Mental Retardation: Progressive Ideology and Services, by Frank J. Menolascino. Journal of Personality Assessment, 1978, 42, 441-443.

Monographs and Working Papers

Gaite, A. J. H., Rankin, R. J., & Reynolds, W. M. A Mosaic Evaluation Design for Ariole. Center for Educational Policy and Management, University of Oregon, Eugene, Oregon, 1974.

Reynolds, W. M. Multiple-choice formatted tests as a mode of assessing knowledge in mildly retarded adolescents. Working Paper No. 102, Research and Training Center in Mental Retardation, University of Oregon, Eugene, Oregon, 1976.

Irvin, L. K., Halpern, A. S., & Reynolds, W. M. Measuring Client Gains in Group Homes. Research and Training Center in Mental Retardation, University of Oregon, Eugene, Oregon, 1976.

Irvin, L. K., Halpern, A. S., & Reynolds, W. M. Assessing social and prevocational awareness in moderately retarded individuals. Working Paper No. 105, Research and Training Center in Mental Retardation, University of Oregon, Eugene, Oregon, 1977.

Tests and Measures

Reynolds, W. M. Hygiene and Grooming Test, Forms A & B. Research and Training Center in Mental Retardation, University of Oregon, Eugene, Oregon, 1976.

Reynolds, W. M. Teacher Rating of Student Competency Scale. Research and Training Center in Mental Retardation, University of Oregon, Eugene, Oregon, 1976.

Irvin, L. K., Halpern, A. S., & Reynolds, W. M. Behavior Rating Form. Research and Training Center in Mental Retardation, University of Oregon, Eugene, Oregon, 1977.

Tests and Measures (continued)

Reynolds, W. M., DeSetto, L., & Bentley, W. L. Classroom Behavior Rating Scale. Department of Educational Psychology and Statistics, State University of New York, Albany, New York, 1977.

Reynolds, W. M. Group Home Environment Scale. Department of Educational Psychology and Statistics, State University of New York, Albany, New York, 1978.

Reynolds, W. M. Personal Competency Scale. Department of Educational Psychology and Statistics, State University of New York, Albany, New York, 1978.

Irvin, L. K., Halpern, A. S., & Reynolds, W. M. Social and Prevocational Information Battery - Form T. Monterey, California: CTB/McGraw-Hill, 1979.

Reynolds, W. M. & Greco, V. Educational Attitude Survey. Department of Educational Psychology and Statistics, State University of New York, Albany, New York, 1979.

Reynolds, W.M., Ramirez, M.P., Allen, J.E., & Magrina, A. Academic Self-Concept Scale. Department of Educational Psychology and Statistics, State University of New York, Albany, New York, 1980.

Journal Articles

Reynolds, W. M. Social desirability of achievement motivation. Psychological Reports, 1976, 39, 1182.

Reynolds, W. M. & Sundberg, N. D. Recent research trends in testing. Journal of Personality Assessment, 1976, 40, 228-233.

Irvin, L. K., Halpern, A. S., & Reynolds, W. M. Assessing social and prevocational awareness in mildly and moderately retarded individuals. American Journal of Mental Deficiency, 1977, 82, 266-272.

Reynolds, W. M. A question as to the validity of verbal scale I.Q. as a WAIS short form. Journal of Consulting and Clinical Psychology, 1978, 46, 1535-1536.

Sundberg, N. D., Snowden, L. R., & Reynolds, W. M. Toward assessment of personal competence and incompetence in life situations. In M. R. Rosenzweig and L. W. Porter (Eds.), Annual Review of Psychology, Volume 29, 1978, pp. 179-221.

Journal Articles (continued)

Reynolds, W. M. A caution against the use of the Slosson Intelligence Test in the diagnosis of mental retardation. Psychology in the Schools, 1979, 16, 77-79.

Reynolds, W. M. The utility of multiple-choice test formats with mildly retarded adolescents. Educational and Psychological Measurement, 1979, 39, 325-331.

Reynolds, W. M. Psychological tests: Clinical usage versus psychometric quality. Professional Psychology, 1979, 10, 324-329.

Reynolds, W. M. & Reynolds, S. Prevalence of speech and hearing impairment of noninstitutionalized mentally retarded adults. American Journal of Mental Deficiency, 1979, 84, 62-66.

Reynolds, W. M. Development and validation of a scale to measure learning-related classroom behaviors. Educational and Psychological Measurement, 1979, 39, 1011-1018.

Reynolds, W. M. Relationship of affective characteristics of students to their evaluations of instructors. Educational and Psychological Measurement, 1979, 39, 965-970.

Reynolds, W. M. Self-esteem and classroom behavior in elementary school children. Psychology in the Schools, 1980, 17, In press.

Reynolds, W. M. & Greco, V. T. The reliability and factorial validity of a scale for measuring teachers' attitudes toward mainstreaming. Educational and Psychological Measurement, 1980, 40, In press.

PROFESSIONAL PRESENTATIONS:

"Normative, Reliability and Validity Data on a Recently Revised Assessment Device." Presented at the Annual Meeting, American Association on Mental Deficiency, Chicago, Illinois, June, 1976.

"Increasing the Efficiency of Pretest - Posttest Designs." with Paul C. Raffeld. Presented at the Annual Meeting, American Educational Research Association, New York City, April, 1977.

"Assessing Social Competency in Developmentally Delayed Children and Adolescents." Presented at the Annual Meeting, Vermont Conference on the Primary Prevention of Psychopathology, Burlington, Vermont, June, 1977.

"Assessing Knowledge of Mildly Retarded Students via Multiple-Choice Tests." Presented at the Annual Meeting, American Psychological Association, San Francisco, California, August, 1977.

"Measuring Learning-Related Classroom Behaviors within the Context of Educational Environments." with Louis DeSetto and William Bentley. Presented at the Annual Meeting, American Educational Research Association, Toronto, Canada, March, 1978.

"The Need to Examine Response Bias in the Measurement of Attitudes toward Labels." Presented at the Annual Meeting, National Council on Measurement in Education, Toronto, Canada, March, 1978.

"Evaluating Social and Prevocational Competencies of Mentally Retarded High School Students." Presented at the Vocational/Technical, Special Education, Teacher Education Conference, Albany, New York, April, 1978.

"Report of a Statewide Community Residence Study." Presented at the Annual Meeting, New York State Association of Community Residence Administrators, Albany, New York, April, 1978.

"Assessing Competencies of Mentally Retarded Individuals." Presented at the Annual Meeting, Council for Exceptional Children, Kansas City, Missouri, May, 1978.

"Assessing the Social Climate of Group Homes for Developmentally Disabled Persons." Presented at the Annual Meeting, American Association on Mental Deficiency, Denver, Colorado, May, 1978.

"Development of a Scale to Measure Learning-Related Behaviors." Presented at the Annual Meeting, American Psychological Association, Toronto, Canada, August, 1978.

"Deinstitutionalization in New York State - A Study of Community Residential Facilities." Presented at the Annual Meeting, American Association on Mental Deficiency, Region X, Burlington, Vermont, October, 1978.

PROFESSIONAL PRESENTATIONS: (continued)

"Is Home a Good Place? An Examination of Group Homes." Presented at the Annual Meeting, American Association on Mental Deficiency, New York State Chapter, Kiamesha Lake, New York, November, 1978.

"A Tripartite Approach for the Selection of Special Education Graduate Students." Presented at the Annual Meeting, Eastern Educational Research Asscciation, Kiawah Island, South Carolina, February, 1979.

"Classroom Teachers' Attitudes Toward Mainstreaming." with Victor Greco. Presented at the Annual Meeting, American Educational Research Association, San Francisco, California, April, 1979.

"Validity of Measures of Teacher-Student Interaction." with Margaret Cohen. Presented at the Annual Meeting, Eastern Psychological Association, Philadelphia, Pennsylvania, April, 1979.

"Measuring Competence in Mentally Retarded Adults." Presented at the Annual Meeting, American Association on Mental Deficiency, Miami Beach, Florida, May, 1979.

"Prevalence of Speech and Hearing Impairment in Noninstitutionalized Mentally Retarded Adults." with Susan Reynolds. Presented at the Annual Meeting, American Association on Mental Deficiency, Miami Beach, Florida, May, 1979.

"Problems in the Establishment of Community Residential Facilities." Presented at the Annual Meeting, American Association on Mental Deficiency, Miami Beach, Florida, May, 1979.

"Assessment of Severely Retarded Persons: The Need to Examine Differential Abilities." Presented at the Annual Meeting, American Association on Mental Deficiency, Miami Beach, Florida, May, 1979.

"Development of a Scale to Measure Teachers' Attitudes Toward Mainstreaming." with Victor Greco. Presented at the Annual Meeting, American Psycholcgical Association, New York City, September, 1979.

"Relationship of Students' Characteristics and their Evaluations of Instructors." Presented at the Annual Meeting, American Psychological Association, New York City, September, 1979.

"The Measurement of Social and Prevocational Competencies of Mild and Moderately Retarded Individuals." Presented at the Annual Meeting, American Association on Mental Deficiency, Region X, Waterville Valley, New Hampshire, October, 1979.

PROFESSIONAL PRESENTATIONS: (continued)

"Impact of anxiety on applied performance testing." with B. Cureton. Paper to be presented at the Annual Meeting, American Educational Research Association, Boston, April, 1980.

"Classroom behavior and self-esteem in elementary school children." Paper to be presented at the Annual Meeting, American Educational Research Association, Boston, April, 1980.

"An examination of teachers' test construction practices." with K. Menard. Paper to be presented at the Annual Meeting, National Council on Measurement in Education, Boston, April, 1980.

"Preliminary development of a measure of academic self-concept." with M. Ramirez, J. Allen, and A. Magrina. Paper to be presented at the Annual Meeting, New England Educational Research Organization, Lenox, Mass, May, 1980.

"An examination of locus of control and classroom behavior in elementary school children." Paper to be presented at the Annual Meeting, New England Educational Research Organization, Lenox, Mass, May, 1980.

"Differences in social climate among community residential facilities." Paper to be presented at the Annual Meeting, American Association on Mental Deficiency, San Francisco, May, 1980.

August, 1980

HELEN PLUMMER ALMANZA
Resume

Address (Office) — Education Service Center, Region XIII
7703 North Lamar Boulevard
Austin, Texas 78752
(512-485-9131)

Education

| | |
|---|---|
| Baccalaureate: | |
| UT-Austin (BA-Speech Pathology) | 1960 |
| Graduate: | |
| UT-Austin (MA-Audiology) | 1970 |
| UT-Austin (Ph.D Education Administration) | 1980 |

Professional Positions

| | |
|---|---|
| Education Service Center, Region XIII<br>Presently a Project Director | 1971-present |
| Brown School -- Speech Pathologist | 1970 |
| UT-Austin -- Teaching Assistant in Department of Speech | 1968-1969 |
| Jourdanton Independent School District -- Speech Pathologist | 1966-1968 |
| El Paso Pre-School for the Deaf and Hard of Hearing -- Teacher | 1963-1965 |
| Austin Independent School District -- Speech Pathologist | 1960-1962 |

Awards and Honors

| | |
|---|---|
| Calcasieu Scholarship | 1956 |
| Sigma Alph Eta | 1958 |
| RSA Fellowship | 1969 |
| EPDA Fellowship | 1970 |
| Outstanding Young Women of America | 1974 |
| Phi Delta Kappa | 1976 |
| Phi Kappa Phi | 1977 |
| TED Service Award for Outstanding Training Presentation, International Council for Exceptional Children | 1978 |
| Who's Who in America | 1980 |

Curriculum Related Activities

Curriculum Written, Developed and Published:

Almanza, Helen P., Donroy Hafner, and Charles Beamer. The Principal's Training Program, 1974. (24 hours of packaged, multi-media, developer-free inservice training). . . . . developed through a grant from LTI, University of Minnesota.

Almanza, Helen P. and Phyllis Winford Lee. GETSET, Modules I-IX (Generic Education Training for Special Education Teachers), 1978. (56 hours of packaged, multi-media, developer-free, inservice training). GETSET II, Modules X-XIII, 1979. (30 hours of packaged multi-media self instructional inservice training) . . . . . both developed through a Title IV C grant.

Almanza, Helen P. and Phyllis Winford Lee. Secrets (SPH), The Training Program for Teachers of the Severely and Profoundly Handicapped, 1977. (60 hours of packaged, multi-media, developer-free inservice training) . . . . . developed through a Title VI, Part D grant from USOE to the Texas Education Agency on contract with Education Service Center, Region XIII.

Journal Publication

Almanza, Helen P. and William J. Mosley, "Curriculum Adaptations and Modifications for Culturally Diverse Handicapped Children." Exceptional Children, Volume 46, Number 8, 1980, pp 608-617.

Advisory Positions related to curriculum:

| | |
|---|---|
| Center for Excellence, Inc., Educational/Medical/Social Services Research and Resource Development Corporation, Williamsburg, Virginia -- National Faculty Selection and Curriculum Review Board member. | 1978-present |
| Allyn and Bacon Publishing-Company, Boston, Massachusetts -- review/critique material and curriculum. | 1978-present |
| JWK International, Annandale, Virginia -- review and critique of materials. | 1979 |
| Abt Associates, Washington, D.C. - review/critique curriculum and materials. | 1979-present |
| National Committee Arts for the Handicapped, Washington D.C. -- review/critique curriculum | 1980-present |
| Virginia Commonwealth University, Richmond, Virginia -- evaluation of instructional sequences in curriculum. | 1980-present |

Teaching Related Activities

Employment History

See Attachment A

Publications Related to Teaching

Almanza, Helen P. A Study of Inservice Education Programming Associated with Highly Innovative Programs in Selected Elementary Schools. Unpublished Dissertation, The University of Texas At Austin, May, 1980.

Almanza, Helen P. "Characteristics of Handicapped Children". . . .chapter for SRA Publishing Company, 1979.

Almanza, Helen P., "Where are We Going? Reflections on Mainstreaming" in Shared Responsibility for Handicapped Students: Advocacy and Programming edited by Philip M. Mann, Miami, Florida: Banyon Books, c1976.

Almanza, Helen P. and Ben M. Harris. Inservice Education: Contribution to Innovations. Monograph published by Texas Education Agency, 1980.

Mosley, William J., E. Cohen, and Helen P. Almanza. "Teacher Education Competency Selection: The Empirical Use of Teacher Importance Ratings." Improving Human Performance Quarterly, Volume 7, No. 2, 1978, pp. 227-234.

Advisory Positions Related to Teaching

| | |
|---|---|
| Texas Association for Children with Learning Disabilities -- Professional Advisory Committee member | 1975-1980 |
| Bureau of Education for the Handicapped, Office of Education Division of Personnel Preparation. | |
| Field Reader for proposals. | 1976-present |
| Panel member on proposals. | 1977, 1978, 1979, 1980 |
| Capitol Area Rehabilitation Center -- Board member | 1977-present |

Texas Education Agency --
Committee on Explication of Requirements in Special Education for Regular Elementary and Secondary Certification. 1978

Committee on Statewide Inservice Training. 1976-1978

Evaluation Training Consortium (ETC) Western Michigan University-- Advisory Board Member. 1979-present

Present Work Description

Primary Responsibilities

Direct: (1) Statewide project for technical assistance to personnel preparation

(2) Regular Ed Inservice project that emphasizes cooperative manpower planning

Other Responsibilties

Responsible for needs assessment, programming, and planning with superintendents, principals, and directors of special education as primary clients.

Development and writing of policies and procedures in school districts.

Staff development with specific emphasis upon inservice training-principals, support staff, and teachers as primary targets.

Consultation on project to develop statewide ISE model for personnel who work with seriously emotionally disturbed children.

Planning and coordinating multi-school districts joint inservice.

Writing of grants to state and federal sources.

Additional Professional Activities

Private Workshops and Professional Consultations on a National Level (List avaliable upon request)

Presentations at National conventions and conferences (List available upon request)

Attachment A

Employment History

EMPLOYMENT HISTORY

| Place | Position | Primary Job Responsibility | Dates |
|---|---|---|---|
| Education Service Center, Region XIII | Director, Project SED | Manage and direct activities, personnel, and consultants; administer funds and resources, direct research in the development and conceptualization of a statewide model of inservice education for personnel who work with seriously emotionally disturbed children. Directed the identification of existing materials, the design of new material to train teachers statewide in field test of materials during 1979-80 year in each Service Center in the State...a Title VI, Part D project on contract with the Texas Education Agency | 1978-1979 |
| | Director, Project GETSET | Managed and directed activities, personnel and consultants; administered funds and resources; conceptualized and developed the training, wrote materials and directed total process that resulted in 56 hours of packaged, multi-media, developer-free inservice education training materials. | 1977-1978 |
| | Director, Project GETSET<br>Director, Project SPH | Originated, wrote proposals for funding and conceptualized both projects; managed and directed activities, personnel, and consultants; administered funds and resources; directed research and total process. SPH resulted in identification of basic competencies and skills necessary for teachers to work successfully with severely/profoundly handicapped children and the development of 60 hours of multi-media, packaged, developer-free inservice education training materials. GETSET was in research phase only in 1976-77...competencies were determined and validated for categorically training teachers to work in generic situations | 1976-1977 |
| | Consultant in Shift of Emphasis Project | Worked with Secondary Schools...primarily Travis High School in Austin to maintain and program handicapped students in regular program | 1975-1976 |
| | Plan A Consultant | Person from the Service Center who worked with school districts outside of Austin to form cooperative programs and move into Plan A...responsible for needs assessment, programming, and planning with superintendents, principals, and directors of special education as primary clients...developed the Principal's Training Program and trained principals and other administrators in the administration of special education programs | 1971-1975 |
| | Consultant in Shift of Emphasis Project | Worked with elementary classroom teachers to maintain and teach handicapped children within the regular classroom | Jan. 1971 - Sep. 1971 |
| Brown Schools | Speech Pathologist | Speech and language therapy with retarded, multi-handicapped, and emotionally disturbed children and youth | 1970 |
| UT-Austin | Teaching Assistant in the Department of Speech | Taught two sections of required speech course for all teachers | 1968-1969 |

EMPLOYMENT HISTORY (continued)

| Place | Position | Primary Job Responsibility | Dates |
|---|---|---|---|
| Jourdanton ISD | Speech Pathologist | Originated and implemented first speech program and hearing conservation program in schools...grades K-12...taught regular Headstart summer program for two years | 1966-1968 |
| El Paso Pre-School for Deaf and Hard of Hearing | Teacher and Director | Originated, developed and implemented first and only oral program for deaf preschool children in El Paso | 1963-1965 |
| Austin ISD | Speech Pathologist | Speech and language therapy in elementary school programs | 1960-1962 |

## 6.3 PROJECT ADVISORY GROUP

Career and Life Skills Project

Advisory Group

The following individuals have been contacted and have agreed to serve as advisors to the project.

| | |
|---|---|
| Mr. Brent Glazier | Executive Director, Kansas Association for Retarded Citizens, Kansas City, Kansas. Mr. Glazier is well known for his commitment to and development of arts programs for retarded persons. He is the founder of the F.A.R. Conservator, a center of performing arts for the mentally retarded in Oakland, Michigan; has initiated the Annual Kansas Performing Arts Competition; and has developed a variety of other arts-based programs serving the retarded. |
| Mr. David Malouf | Professor, Department of Special Education, University of Maryland. Dr. Malouf's area of special interest is career education for the mentally handicapped. |
| Ms. Bobbie Massie | Client Services Coordinator, Project E.C.H.O. (Every Citizen Has an Opportunity), Purcellville, Virginia. Ms. Massie's area of interest is the infusion of arts' strategies into educational programs for the mentally handicapped. She brings to this task expertise as a special educator and a rich background in the arts. Formerly a registrant with the Corcoran Gallery, she is now a practicing artist in Loudoun County, Virginia. |
| Dr. James Moss | Director of Vocational Training Programs, Child Developmental and Mental Retardation Center, University of Washington, Seattle, Washington. Dr. Moss is the former Director of the Research Branch of the Bureau of Education for the Handicapped. |
| Mr. Neil Carey | Director of Career Education, Maryland State Department of Education. Mr. Carey has been instrumental in developing Maryland's highly regarded experienced-based Career Education Program. |

## 6.4 PROJECT SITE TEAMS

Career and Life Skills Project

Project Site Teams

| | |
|---|---|
| Project Site: | Adamson Junior High School, Clayton County Schools, Morrow, Georgia |
| Site Team Leader: | Cherry Edwards<br>Clayton County Board Education Annex<br>5870 Maddox Road<br>Morrow, Georgia 30260 |
| Site Team Members: | Lauren DeMotte<br>Jeanie Foster<br>Sheron McNeil<br>Vickie Schellhorn<br>Debra Weed-Johnson<br>Laura Wiley |
| Project Site: | Diggs School, Winston-Salem/Forsyth County Schools, Winston Salem, N.C. |
| Site Team Leader: | Annie R. Hairston, Principal<br>Diggs Intermediate School<br>1620 Vargrave Street<br>Winston-Salem, North Carolina 27107 |
| Site Team Members: | Rubye W. Long<br>Judity P. Shutt<br>J. Loretta Snow<br>Allen Yoder |
| Project Site: | Douglas Community School, Loudoun County Schools, Leesburg. Virginia |
| Site Team Leader: | Mary Kearney, Director of Special Education Programs<br>Douglas Community School<br>30 West North Street<br>Leesburg, Virginia 22075 |
| Site Team Members: | Douglas Community School<br>211 E. Market Street<br>Leesburg, Virginia 22075<br><br>Rick Berry<br>Clarissa Bergerman<br>Tina Katz<br>Joyce Waterhouse |

| | |
|---|---|
| Project Site: | Woodside School, Highline School District, Seattle Washington |
| Site Team Leader: | Dr. Sharon Hill, Director of Secondary Special Programs<br>Highline School District<br>15675 Ambaum Blvd., S.W.<br>Seattle, Washington 98166 |
| Site Team Members: | Gil Kugel<br>Eleanor Crispin<br>Dave Hunziker<br>Gwen Van Hout Knechtel |

APPENDIX 6.5

Specialized Instruction Program:

Career and Life Goals

and Objectives

CAREER AND LIFE SKILLS PROJECT

Specialized Instructional Program-Goals and Objectives

The information below will be organized as follows:

0. Curriculum Domain
0.0 Instructional Goal
0.0.0 Behavioral Objective

1.0 Personal Social Skills

1.1 To assist student in developing an awareness of self

1.1.1 Student responds to his or her own name
1.1.2 Student identifies his/her own sex
1.1.3 Student identifies his/her own age
1.1.4 Student identifies his own place of residence
1.1.5 Student gives home address and telephone number
1.1.6 Student identifies family members and their relationship to him/her
1.1.7 Student knows name and address of school
1.1.8 Student identifies school personnel/students by name and their relationship to him
1.1.9 Student identifies his role as a family member, student and community member
1.1.10 Student identifies own space/belongings with the home/school
1.1.11 Student differentiates between personal and public property
1.1.12 Student identifies parts of his/her own body
1.1.13 Student demonstrates awareness of his/her own body stature and image
1.1.14 Student uses sex appropriate facilities in the school and community
1.1.15 Student identifies places of special relevance to him in the community
1.1.16 Student practices his rights as a community citizen

1.2 To assist in developing interpersonal skills

1.2.1 Student observes appropriate time and place for engaging in social interactions with fellow students and school personnel
1.2.2 Student accepts and responds to social interactions initiated by fellow students and school personnel in an appropriate fashion
1.2.3 Student initiates social interactions with fellow students and school personnel appropriately
1.2.4 Student sustains social interactions with other students and school personnel
1.2.5 Student terminates social interactions with fellow students and school personnel in an appropriate manner and/or time

1.2.6 Student greets visitors in the school appropriately
1.2.7 Student effectively handles everyday social interactions (greetings; introductions; departures)

1.3 To assist student in developing socially responsive behavior
1.3.1 Student engages in independent social activities at appropriate times
1.3.2 Student participates with others in work and leisure activities requiring mutual cooperation
1.3.3 Student listens to fellow students and school personnel in appropriate situations (taking directions, guidance, etc)
1.3.4 Student recognizes feelings displayed by others
1.3.5 Student responds appropriately to feelings displayed by others
1.3.6 Student follows rules and guidelines pertaining to his/her home, school or community environments
1.3.7 Student recognizes acts society deems criminal
1.3.8 Student recognizes potential penal consequences of criminal acts

1.4 To assist student in developing problem solving skills
1.4.1 Student recognizes a variety of problem situations occuring naturally in his/her environment
1.4.2 Student identifies those problems in his or her environment which he can solve independently
1.4.3 Student initiates activities to resolve those problems in his or her environment which can be handled independently
1.4.4 Student carries out solutions of problems which can be resolved independently
1.4.5 Student identifies problems which require assistance in resolving
1.4.6 Student identifies individuals who can assist in solving problems
1.4.7 Student consults appropriate individuals to assist in solving problems
1.4.8 Student identifies key resources in the community to assist in solving identified problems
1.4.9 Student identifies steps needed to contact community resources which may assist in problem-solving
1.4.10 Student employs appropriate strategies for utilizing community resources which may assist in problem solving

1.5 To assist student in developing greater self control and independence
- 1.5.1 Student names and indicates functions of major body parts
- 1.5.2 Student explores expressive uses of body parts
- 1.5.3 Student recognizes and uses body language and gesture as a means of communicating
- 1.5.4 Student practices control of body parts in a variety of activities involving movement
- 1.5.5 Student practices appropriate body posture and action in a variety of commonly occuring settings and situations
- 1.5.6 Student interperts feelings expressed by others
- 1.5.7 Student expresses feelings appropriately in a variety of commonly encountered situations in his/her environment
- 1.5.8 Student responds appropriately to feelings displayed by others in his/her environment
- 1.5.9 Student realizes his/her ability to make decisions which affect himself and others
- 1.5.10 Student removes himself or seeks support from appropriate others in potentially threatening community situations

2.0 Daily Living Skills

2.1 To assist student in learning to manage his/her personal finances
- 2.1.1 Student identifies various denominations of money
- 2.1.2 Student identifies relationship between various denominations of money (e.g. converts paper money to coins)
- 2.1.3 Student knows how to figure cost and change for commonly occuring buying situations in his/her environment
- 2.1.4 Student identifies various mediums of exchange other than currency (e.g. food stamps; bartering of goods and services; checks; money orders, etc.)
- 2.1.5 Student identifies his/her own personal financial resources (e.g. allowance, etc.)
- 2.1.6 Student identifies personal expenditure needs
- 2.1.7 Student prioritizes personal expenditure needs
- 2.1.8 Student allocates personal finances according to resources and prioritized needs
- 2.1.9 Student manages own finances to secure school related goods and services (e.g. buying school lunch; school supplies; recreational activities)
- 2.1.10 Student identifies various banking services available (checking, savings accts., etc)

2.1.11 Student identifies various agencies in the comminity which might assist him/her in financial matters (e.g. welfare; etc)
2.1.12 Student utilizes appropriate community agencies to assist him/her with financial needs

2.2 To assist student in learning to care for his or her own personal needs
- 2.2.1 Student identifies daily activities and items associated with maintaining personal hygiene
- 2.2.2 Student purchases/secures items associated with maintaining personal hygiene
- 2.2.3 Student carries out daily activities assoicated with maintaining personal hygiene
- 2.2.4 Student identifies steps necessary to attend to any chronic physical conditions requiring medical attention
- 2.2.5 Student observes steps necessary to care for medical condition
- 2.2.6 Student locates key persons/resources in the community who provide medical assistance
- 2.2.7 Student engages in a regular program of physical exercies
- 2.2.8 Student locates persons and places in the community providing programs in physical exercise
- 2.2.9 Students identifies the elements of a balanced diet
- 2.2.10 Student prepares/selects foods which make up a balanced diet
- 2.2.11 Student locates and buys foods necessary to make up a balanced diet
- 2.2.12 Student independently cares for clothing in school/class (hangs up coat; cares for gym clothes, etc.)
- 2.2.13 Student selects articles of clothing suitable for occasion and weather
- 2.2.14 Student selects appropriate clothing to purchase in a store

2.3 To assist student in developing community mobility
- 2.3.1 Student locates home by street and number
- 2.3.2 Student locates school and other key places by a street and number
- 2.3.3 Student arrives at key neighborhood destinations by following instructions
- 2.3.4 Student identifies various modes of transportation available within the community
- 2.3.5 Student locates public transit stop-markers for home, school and other key locations within his/her neighborhood

2.3.6 Student selects appropriate transportation modes to arrive at common destinations

2.3.7 Student plans departures in order to arrive at destinations on time

2.3.8 Student demonstrates ability to pay his/her own public transit fares

2.3.9 Student observes safety rules and regulations governing utilization of public transportation

2.3.10 Student exits public transportation at stop nearest destination

2.4 To assist student in accessing community resources

2.4.1 Student identifies appropriate public restrooms

2.4.2 Student rides escalators, elevators, etc.

2.4.3 Student dials operator for assistance

2.4.4 Student dials written telephone numbers

2.4.5 Student obtains telephone assistance in emergencies

2.4.6 Student identifies government/community service agencies relevant to his needs

2.4.7 Student identifies and locates government and community service agencies which may be potentially useful

2.5 To assist student in making use of leisure-time

2.5.1 Student identifies a variety of leisure-time activities available in home and school

2.5.2 Student identifies appropriate and available times for leisure activity

2.5.3 Student plans leisure-time activity schedule

2.5.4 Student engages in independent leisure-time activities

2.5.5 Student identifies a variety of means for locating companions for leisure-time activities

2.5.6 Student participates in recreational activities with others

2.5.7 Student observes rules and social guidelines for participating in recreational activities with others

2.5.8 Student identifies a range of recreational activities and resources available to him/her in the community

2.6 To assist student in learning to function as a consumer

2.6.1 Student locates stores and other resource places for purchasing particular goods and services

2.6.2 Student utilizes basic principles of comparison shopping in buying consumer goods

2.6.3 Student is aware of basic laws passed to protect consumer

2.6.4 Student locates places/persons from whom to seek help in solving consumer complaints

2.6.5 Student places orders in restaurants, cafeterias,etc.

2.6.6 Student can figure costs and change in essential transactions.

3.0 Occupational Guidance and Preparation

3.1 To assist student in becoming aware of him/herself as worker

- 3.1.1 Student identifies his/her own current work responsibilities
- 3.1.2 Student independently initiates work on his/her own identified responsibilities
- 3.1.3 Student performs work responsibilities in a satisfactory manner (including reasonable time frame)
- 3.1.4 Student completes work responsibilities with minimal supervision
- 3.1.5 Student works cooperatively with others in a group to complete a task
- 3.1.6 Student identifies work responsibilities of familiar individuals within his/her home and school environment
- 3.1.7 Student identifies a variety of potential work experiences in the community available to him/her

3.2 To assist student in identifying work activities commensurate with his/her interests and abilities

- 3.2.1 Student identifies work activities and preferences of familiar individuals in his/her environment
- 3.2.2 Student identifies a variety of informal work activities available within his/her environment
- 3.2.3 Student explores a variety of informal work experiences for their appropriateness to his/her ability
- 3.2.4 Student identifies work activities in his/her immediate environment which are commensurate with his/her preference
- 3.2.5 Student identifies a variety of occupational choices available to him/her in the community
- 3.2.6 Student recognizes special needs and characteristics of identified occupations
- 3.2.7 Student explores work experiences in the community potentially commensurate with his/her abilities and interests
- 3.2.8 Student identifies those occupational choices potentially commensurate with his/her interest and abilities

3.3 To assist student develop appropriate work habits
- 3.3.1 Student attends school (and other fixed schedule obligations on a regular basis
- 3.3.2 Student is reliable and punctual in following required time schedules
- 3.3.3 Student informs appropriate person of changes in schedule
- 3.3.4 Student makes arrangements regarding absences or delay
- 3.3.5 Student meets requirements of assigned tasks with minimal supervision
- 3.3.6 Student responds appropriately to work-related direction and guidance
- 3.3.7 Student cooperates with others in completing assigned tasks
- 3.3.8 Student completes work tasks within a reasonable time frame
- 3.3.9 Student meets demands for quality work
- 3.3.10 Student follows routine regulations related to school operations (e.g. safety precautions)
- 3.3.11 Student seeks help from appropriate persons when encountering problems in work experiences

3.4 To assist student in developing appropriate job seeking skills
- 3.4.1 Student identifies a variety of sources of information regarding job opportunities (e.g. newspaper; radio; community job placement services)
- 3.4.2 Student uses a variety of information sources to identify possible job opportunities
- 3.4.3 Student identifies procedures for applying for job vacancies (e.g. application; interviews, etc)
- 3.4.4 Student follows appropriate procedures for seeking work opportunities
- 3.4.5 Student demonstrates understanding of appropriate job interviewing techniques (e.g. appropriate dress, social behavior, etc.)

3.5 To assist student in making occupational choices
- 3.5.1 Student consults family members and significant others about home factors bearing on potential occupational choices (e.g. transportation, financial needs, hours, etc.)
- 3.5.2 Student identifies personal needs to be considered in making occupational choices (financial; degree of supervision; accessability).
- 3.5.3 Student identifies potential occupational choices consonant with his/her interests, abilities and family needs
- 3.5.4 Student gathers information from potential employers regarding identified occupational choices
- 3.5.5 Student selects a number of potential occupational

choices appropriate to personal needs, abilities and preferences

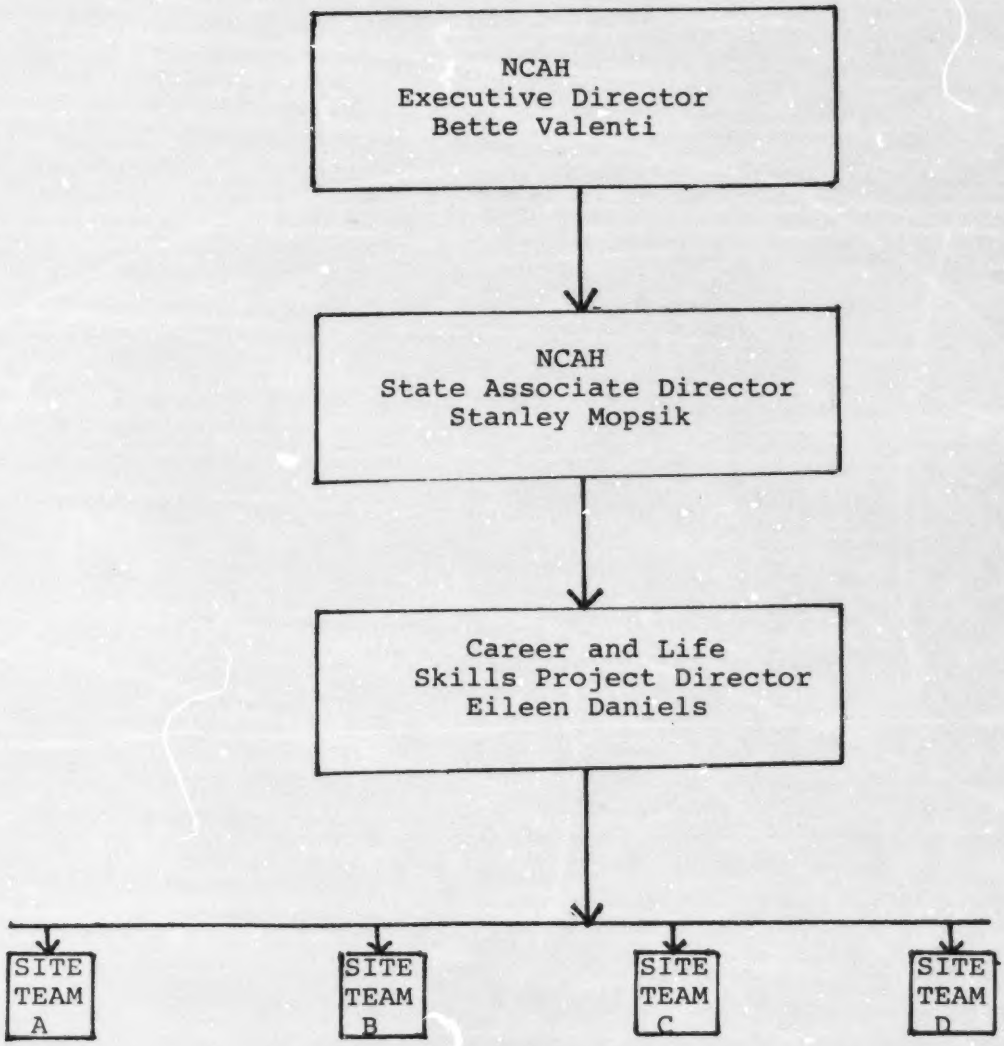
3.5.6 Student identifies school personnel and others who may assist him in making occupational choices

3.5.7 Student utilizes appropriate resource persons to provide guidance in making occupational choice.

## 6.6 PROJECT ORGANIZATION CHART

Career and Life Skills Project

Project Organization Chart



## 6.7 ATTITUDINAL SCALE

(TO BE REVISED)

TO BE REVISED

## INSTRUCTIONS

The purpose of this study is to measure the meanings of certain things to various people by having them judge them against a series of descriptive scales. In taking this test, please make your judgments on the basis of what these things mean to you. On each page of this booklet you will find a different concept on each of these scales in order.

Here is how you are to use these scales:

If you feel that the concept at the top of the page is very closely related to one end of the scale, you should place your check-mark as follows:

fair __X__:____:____:____:____:____:____ unfair

or

fair ____:____:____:____:____:____:__X__ unfair

If you feel that the concept is quite closely related to one or the other end of the scale (but not extremely), you should place your check-mark as follows:

strong ____:__X__:____:____:____:____:____ weak

or

strong ____:____:____:____:____:__X__:____ weak

If the concept seems only slightly related to one side as opposed to the other side (but is not really neutral), then you should check-mark as follows:

active ____:____:__X__:____:____:____:____ passive

or

active ____:____:____:____:__X__:____:____ passive

The direction toward which you check, of course, depends upon which of the two ends of the scale seem most characteristic of the thing you're judging.

If you consider the concept to be neutral on the scale, both sides of the scale equally associated with the concept, or if the scale is completely irrelevant (unrelated to the concept), then you should place your check-mark in the middle space:

safe ____:____:____:__X__:____:____:____ dangerous

IMPORTANT: (1) Place your check-marks in the middle of the spaces, not on the boundaries.

This Not This

| | | | | | | |
|---|---|---|---|---|---|---|
| ____ | : ____ | : ____ | : X | : ____ | : ____ | : ____ |

(2) Be sure you check every scale for every concept — do not omit any.

(3) Never put more than one check-mark on a single scale.

Sometimes you may feel as though you've had the same item before on the test. This will not be the case, so do not look back and forth through the items. Do not try to remember how you checked similar items earlier in the test. Make each item a separate and independent judgment. Work at fairly high speed through this test. Do not worry or puzzle over individual items. It is your first impressions, the immediate "feelings" about the items, that we want. On the other hand, please do not be careless, because we want your true impressions.

Handicapped Youths Are:

| | | | |
|---|---|---|---|
| 1. | Weak | _____:_____:_____:_____:_____:_____:_____ | Strong |
| 2. | Worthless | _____:_____:_____:_____:_____:_____:_____ | Valuable |
| 3. | Active | _____:_____:_____:_____:_____:_____:_____ | Passive |
| 4. | Happy | _____:_____:_____:_____:_____:_____:_____ | Sad |
| 5. | Small | _____:_____:_____:_____:_____:_____:_____ | Large |
| 6. | Good | _____:_____:_____:_____:_____:_____:_____ | Bad |
| 7. | Sick | _____:_____:_____:_____:_____:_____:_____ | Healthy |
| 8. | Useful | _____:_____:_____:_____:_____:_____:_____ | Useless |
| 9. | Slow | _____:_____:_____:_____:_____:_____:_____ | Fast |
| 10. | Complex | _____:_____:_____:_____:_____:_____:_____ | Simple |
| 11. | Important | _____:_____:_____:_____:_____:_____:_____ | Unimportant |
| 12. | Sad | _____:_____:_____:_____:_____:_____:_____ | Happy |
| 13. | Incompetent | _____:_____:_____:_____:_____:_____:_____ | Competent |
| 14. | Smooth | _____:_____:_____:_____:_____:_____:_____ | Rough |
| 15. | Sharp | _____:_____:_____:_____:_____:_____:_____ | Dull |
| 16. | Clean | _____:_____:_____:_____:_____:_____:_____ | Dirty |
| 17. | Sweet | _____:_____:_____:_____:_____:_____:_____ | Sour |
| 18. | Beautiful | _____:_____:_____:_____:_____:_____:_____ | Ugly |
| 19. | Young | _____:_____:_____:_____:_____:_____:_____ | Old |
| 20. | Black | _____:_____:_____:_____:_____:_____:_____ | White |
| 21. | Bitter | _____:_____:_____:_____:_____:_____:_____ | Sweet |
| 22. | Relaxed | _____:_____:_____:_____:_____:_____:_____ | Tense |
| 23. | Pleasant | _____:_____:_____:_____:_____:_____:_____ | Unpleasant |
| 24. | Empty | _____:_____:_____:_____:_____:_____:_____ | Full |
| 25. | Kind | _____:_____:_____:_____:_____:_____:_____ | Cruel |

TEACHING PERSONAL AND SOCIAL SKILLS THROUGH THE ARTS IS:

| | | | |
|---|---|---|---|
| 1. | work | _____:_____:_____:_____:_____:_____:_____ | play |
| 2. | fast | _____:_____:_____:_____:_____:_____:_____ | slow |
| 3. | new | _____:_____:_____:_____:_____:_____:_____ | old |
| 4. | simple | _____:_____:_____:_____:_____:_____:_____ | complicated |
| 5. | negative | _____:_____:_____:_____:_____:_____:_____ | positive |
| 6. | reasonable | _____:_____:_____:_____:_____:_____:_____ | questionable |
| 7. | frustrating | _____:_____:_____:_____:_____:_____:_____ | stimulating |
| 8. | valuable | _____:_____:_____:_____:_____:_____:_____ | worthless |
| 9. | clear | _____:_____:_____:_____:_____:_____:_____ | confusing |
| 10. | good | _____:_____:_____:_____:_____:_____:_____ | bad |
| 11. | cheap | _____:_____:_____:_____:_____:_____:_____ | expensive |
| 12. | ineffective | _____:_____:_____:_____:_____:_____:_____ | effective |
| 13. | easy | _____:_____:_____:_____:_____:_____:_____ | hard |
| 14. | hinder | _____:_____:_____:_____:_____:_____:_____ | help |
| 15. | active | _____:_____:_____:_____:_____:_____:_____ | passive |
| 16. | strong | _____:_____:_____:_____:_____:_____:_____ | weak |
| 17. | challenging | _____:_____:_____:_____:_____:_____:_____ | boring |
| 18. | dull | _____:_____:_____:_____:_____:_____:_____ | interesting |
| 19. | success | _____:_____:_____:_____:_____:_____:_____ | failure |
| 20. | happy | _____:_____:_____:_____:_____:_____:_____ | sad |
| 21. | vague | _____:_____:_____:_____:_____:_____:_____ | specific |
| 22. | inferior | _____:_____:_____:_____:_____:_____:_____ | superior |
| 23. | hot | _____:_____:_____:_____:_____:_____:_____ | cold |
| 24. | good | _____:_____:_____:_____:_____:_____:_____ | bad |
| 25. | wasteful | _____:_____:_____:_____:_____:_____:_____ | useful |

TEACHING OCCUPATIONAL GUIDANCE AND PREPARATION THROUGH THE ARTS IS:

| | | | |
|---|---|---|---|
| 1. | work | _____:_____:_____:_____:_____:_____:_____ | play |
| 2. | fast | _____:_____:_____:_____:_____:_____:_____ | slow |
| 3. | new | _____:_____:_____:_____:_____:_____:_____ | old |
| 4. | simple | _____:_____:_____:_____:_____:_____:_____ | complicated |
| 5. | negative | _____:_____:_____:_____:_____:_____:_____ | positive |
| 6. | reasonable | _____:_____:_____:_____:_____:_____:_____ | questionable |
| 7. | frustrating | _____:_____:_____:_____:_____:_____:_____ | stimulating |
| 8. | valuable | _____:_____:_____:_____:_____:_____:_____ | worthless |
| 9. | clear | _____:_____:_____:_____:_____:_____:_____ | confusing |
| 10. | good | _____:_____:_____:_____:_____:_____:_____ | bad |
| 11. | cheap | _____:_____:_____:_____:_____:_____:_____ | expensive |
| 12 | ineffective | _____:_____:_____:_____:_____:_____:_____ | effective |
| 13. | easy | _____:_____:_____:_____:_____:_____:_____ | hard |
| 14. | hinder | _____:_____:_____:_____:_____:_____:_____ | help |
| 15. | active | _____:_____:_____:_____:_____:_____:_____ | passive |
| 16. | strong | _____:_____:_____:_____:_____:_____:_____ | weak |
| 17. | challenging | _____:_____:_____:_____:_____:_____:_____ | boring |
| 18. | dull | _____:_____:_____:_____:_____:_____:_____ | interesting |
| 19. | success | _____:_____:_____:_____:_____:_____:_____ | failure |
| 20. | happy | _____:_____:_____:_____:_____:_____:_____ | sad |
| 21. | vague | _____:_____:_____:_____:_____:_____:_____ | specific |
| 22. | inferior | _____:_____:_____:_____:_____:_____:_____ | superior |
| 23. | hot | _____:_____:_____:_____:_____:_____:_____ | cold |
| 24. | good | _____:_____:_____:_____:_____:_____:_____ | bad |
| 25. | wasteful | _____:_____:_____:_____:_____:_____:_____ | useful |

TEACHING DAILY LIVING SKILLS THROUGH THE ARTS IS:

| | | | |
|---|---|---|---|
| 1. | work | _____:_____:_____:_____:_____:_____:_____ | play |
| 2. | fast | _____:_____:_____:_____:_____:_____:_____ | slow |
| 3. | new | _____:_____:_____:_____:_____:_____:_____ | old |
| 4. | simple | _____:_____:_____:_____:_____:_____:_____ | complicated |
| 5. | negative | _____:_____:_____:_____:_____:_____:_____ | positive |
| 6. | reasonable | _____:_____:_____:_____:_____:_____:_____ | questionable |
| 7. | frustrating | _____:_____:_____:_____:_____:_____:_____ | stimulating |
| 8. | valuable | _____:_____:_____:_____:_____:_____:_____ | worthless |
| 9. | clear | _____:_____:_____:_____:_____:_____:_____ | confusing |
| 10. | good | _____:_____:_____:_____:_____:_____:_____ | bad |
| 11. | cheap | _____:_____:_____:_____:_____:_____:_____ | expensive |
| 12. | ineffective | _____:_____:_____:_____:_____:_____:_____ | effective |
| 13. | easy | _____:_____:_____:_____:_____:_____:_____ | hard |
| 14. | hinder | _____:_____:_____:_____:_____:_____:_____ | help |
| 15. | active | _____:_____:_____:_____:_____:_____:_____ | passive |
| 16. | strong | _____:_____:_____:_____:_____:_____:_____ | weak |
| 17. | challenging | _____:_____:_____:_____:_____:_____:_____ | boring |
| 18. | dull | _____:_____:_____:_____:_____:_____:_____ | interesting |
| 19. | success | _____:_____:_____:_____:_____:_____:_____ | failure |
| 20. | happy | _____:_____:_____:_____:_____:_____:_____ | sad |
| 21. | vague | _____:_____:_____:_____:_____:_____:_____ | specific |
| 22. | inferior | _____:_____:_____:_____:_____:_____:_____ | superior |
| 23. | hot | _____:_____:_____:_____:_____:_____:_____ | cold |
| 24. | good | _____:_____:_____:_____:_____:_____:_____ | bad |
| 25. | wasteful | _____:_____:_____:_____:_____:_____:_____ | useful |

STUDENTS' OVERALL RESPONSE TO THE ARTS CURRICULUM WILL BE:

| | | | |
|---|---|---|---|
| 1. | positive | _____:_____:_____:_____:_____:_____:_____ | negative |
| 2. | active | _____:_____:_____:_____:_____:_____:_____ | passive |
| 3. | bored | _____:_____:_____:_____:_____:_____:_____ | challenged |
| 4. | hard | _____:_____:_____:_____:_____:_____:_____ | easy |
| 5. | clear | _____:_____:_____:_____:_____:_____:_____ | confused |
| 6. | simple | _____:_____:_____:_____:_____:_____:_____ | complicated |
| 7. | stimulated | _____:_____:_____:_____:_____:_____:_____ | frustrated |
| 8. | strong | _____:_____:_____:_____:_____:_____:_____ | weak |
| 9. | hot | _____:_____:_____:_____:_____:_____:_____ | cold |
| 10. | useful | _____:_____:_____:_____:_____:_____:_____ | wasteful |
| 11. | interested | _____:_____:_____:_____:_____:_____:_____ | uninterested |
| 12. | failure | _____:_____:_____:_____:_____:_____:_____ | success |
| 13. | happy | _____:_____:_____:_____:_____:_____:_____ | sad |
| 14. | work | _____:_____:_____:_____:_____:_____:_____ | play |
| 15. | good | _____:_____:_____:_____:_____:_____:_____ | bad |

STUDENTS' OVERALL RESPONSE TO THE ARTS CURRICULUM WAS:

| | | | |
|---|---|---|---|
| 1. | positive | _____:_____:_____:_____:_____:_____:_____ | negative |
| 2. | active | _____:_____:_____:_____:_____:_____:_____ | passive |
| 3. | bored | _____:_____:_____:_____:_____:_____:_____ | challenged |
| 4. | hard | _____:_____:_____:_____:_____:_____:_____ | easy |
| 5. | clear | _____:_____:_____:_____:_____:_____:_____ | confused |
| 6. | simple | _____:_____:_____:_____:_____:_____:_____ | complicated |
| 7. | stimulated | _____:_____:_____:_____:_____:_____:_____ | frustrated |
| 8. | strong | _____:_____:_____:_____:_____:_____:_____ | weak |
| 9. | hot | _____:_____:_____:_____:_____:_____:_____ | cold |
| 10. | useful | _____:_____:_____:_____:_____:_____:_____ | wasteful |
| 11. | interested | _____:_____:_____:_____:_____:_____:_____ | uninterested |
| 12. | failure | _____:_____:_____:_____:_____:_____:_____ | success |
| 13. | happy | _____:_____:_____:_____:_____:_____:_____ | sad |
| 14. | work | _____:_____:_____:_____:_____:_____:_____ | play |
| 15. | good | _____:_____:_____:_____:_____:_____:_____ | bad |

Personal Reaction Inventory
(Revised)

Listed below are a number of statements concerning personal attitudes and traits. Read each item and decide how it pertains to you personally.

Please respond either TRUE (T) or FALSE (F) to each item. Indicate your response by circling the appropriate letter next to the item. Be sure to answer all items.

| | | | |
|---|---|---|---|
| 1. | It is sometimes hard for me to go on with my work if I am not encouraged. | T | F |
| 2. | I sometimes feel resentful when I don't get my way. | T | F |
| 3. | On a few occasions, I have given up doing something because I thought too little of my ability. | T | F |
| 4. | There have been times when I felt like rebelling against people in authority even though I knew they were right. | T | F |
| 5. | No matter who I'm talking to, I'm always a good listener. | T | F |
| 6. | There have been occasions when I took advantage of someone. | T | F |
| 7. | I'm always willing to admit to it when I make a mistake. | T | F |
| 8. | I sometimes try to get even rather than forgive and forget. | T | F |
| 9. | I am always courteous, even to people who are disagreeable. | T | F |
| 10. | I have never been irked when people expressed ideas very different from my own. | T | F |
| 11. | There have been times when I was quite jealous of the good fortune of others. | T | F |
| 12. | I am sometimes irritated by people who ask favors of me. | T | F |
| 13. | I have never deliberately said something that hurt someone's feelings. | T | F |

## 6.8 OTHER RESEARCH/EVALUATION INSTRUMENTS

CAREER AND LIFE SKILLS PROJECT

STUDENT INFORMATION FORM

Student I.D. #_____ Initials ____ Age____ Sex____

Primary Handicapping Condition_____

Other Handicapping Conditions_____

Health Problems _____

School _____Grade Level_____ Yrs. in Attendance___

If Student has been institutionalized, please indicate dates:_____

---

COGNITIVE DEVELOPMENT

Level of Intellectual Functioning_____

Assessment Instrument _____ Date Administered _____

Other Test Information (e.g. PPVT etc. Please use numerical scores, where available.)

| Test Name | Scores | Date Administered |
|---|---|---|
| | | |
| | | |

---

ACADEMIC ACHIEVEMENT

General Level of Functioning_____

Method of Assessment _____Date of Assmt_____

Other Test Information (Please use grade levels where available)

| Test Name | Subtests | Level | Date |
|---|---|---|---|
| | | | |
| | | | |

---

ADAPTIVE BEHAVIOR

General Level of Functioning _____

AAMD - Adaptive Behavior Scale - Part I:

| Scale: | I | II | III | IV | V | VI | VII | VIII | IX | X |
|---|---|---|---|---|---|---|---|---|---|---|
| Raw Score | ___ | ___ | ____ | ____ | ___ | ___ | ____ | _____ | ___ | ___ |

Other Test Scores (e.g. Vineland, etc.) _____

CAREER AND LIFE SKILLS PROJECT

Development Workshops

Pre-Post-Questionnaire

Site Name_____ STM#_____ Date_____

Your responses to the following questions will be helpful in gathering information about Year-Two activities. Your number is important for the purpose of correlating the Pre and Post Questionnaires -- it will not be used to identify your individual responses in any reports. Thank you for your assistance.

| | NO | | | | EXTENSIVE |
|---|---|---|---|---|---|
| 1. I have an understanding of the creative process involved in: | | | | | |
| Art | 1 | 2 | 3 | 4 | 5 |
| Drama | 1 | 2 | 3 | 4 | 5 |
| Movement | 1 | 2 | 3 | 4 | 5 |
| Music | 1 | 2 | 3 | 4 | 5 |
| 2. I feel that experiences in the following arts areas are (or would be) appropriate and beneficial for my students: | | | | | |
| Art | 1 | 2 | 3 | 4 | 5 |
| Drama | 1 | 2 | 3 | 4 | 5 |
| Movement | 1 | 2 | 3 | 4 | 5 |
| Music | 1 | 2 | 3 | 4 | 5 |
| 3. I feel that experiences in the arts contribute (or would contribute) to my students' development in the following areas: | | | | | |
| Aesthetic | 1 | 2 | 3 | 4 | 5 |
| Cognitive | 1 | 2 | 3 | 4 | 5 |
| Emotional | 1 | 2 | 3 | 4 | 5 |
| Social | 1 | 2 | 3 | 4 | 5 |

4. I feel comfortable presenting experiences to my class in:

| | NO | | | | EXTENSIVE |
|---|---|---|---|---|---|
| Art | 1 | 2 | 3 | 4 | 5 |
| Drama | 1 | 2 | 3 | 4 | 5 |
| Movement | 1 | 2 | 3 | 4 | 5 |
| Music | 1 | 2 | 3 | 4 | 5 |

5. I involve my students in the following arts areas to the extent indicated:

| | NEVER | Less than Once/Week | Once/Week | Once/Day | 2/3times per day |
|---|---|---|---|---|---|
| Art | | | | | |
| Drama | | | | | |
| Movement | | | | | |
| Music | | | | | |

6. I present the arts as:

____ Separate Lessons

____ Incorporated with other Subjects

____ Both

7. In general, my students' response to arts experiences is:

| | Resistant | Apathetic Disinterested | Interested | Enthusiastic Wanted More |
|---|---|---|---|---|
| Art | | | | |
| Drama | | | | |
| Movement | | | | |
| Music | | | | |

CAREER AND LIFE SKILLS PROJECT
FIELD TEST VERSION: TO BE REVISED

Questionnaire for Administrators

1. What do you understand the goals of this project to be?

2. Overall, what percent of the project's goals would you say were achieved? (from 0 to 1000%)?

3. In your judgment, how difficult has this project been for teachers to carry out (Very difficult; somewhat difficult; fairly easy; very easy)?

4. Describe the impact of this project. How has it affected your schools, your community?

5. What have been the major barriers in your district's/school's implementation of this project?

6. What have been the major facilitators in your district's/ school's implementation of this project?

7. Would you consider expanding the project into other schools and other populations?

8. If there were not external constraints or further implementation of this project, what directions would you take?

CAREER AND LIFE SKILLS PROJECT
FIELD TEST VERSION: TO BE REVISED

Questionnaire for Teachers

1. What do you understand the goals of this project to be?

2. Overall, what percent of the project's goals would you say were achieved? (from 0 to 1000%)

3. In your judgment, how difficult has this project been for you to carry out (Very difficult; somewhat difficult, fairly easy; very easy)?

4. Describe the impact of this project. How has it affected your teaching methodology, your students?

5. Describe the most successful components of the project.

6. Describe the least successful components.

7. How have you changed since implementing this program

   in relation to your students

   in relation to your attitude and understanding of arts activities

   in relation to your attitude toward career education

   in relation to your attitude toward your role in the school and community.

PROJECT SITE _____

POSITION _____

NATIONAL COMMITTEE, ARTS FOR THE HANDICAPPED
CAREER AND LIFE SKILLS PROJECT

## EVALUATION OF INSTRUCTIONAL OBJECTIVES

The following questions are designed to assist us to evaluate instructional objectives developed for the Career and Life Skills Project. Your input will be valuable in assisting us to evaluate the effectiveness of this component of project activities and to ensure that the instructional program developed meets the needs of your students.

DIRECTIONS: For each curriculum domain, please check the box which most closely corresponds to your answer to each question.

Content

Domain: Personal Social Skills

| | | Yes | No |
|---|---|---|---|
| 1. | Are objectives in the domain sufficiently comprehensive? (Do they cover those skills you feel are generally important to the domain). | ☐ | ☐ |
| | Comment: _____ | | |
| 2. | Are the objectives in this domain clearly stated? | ☐ | ☐ |
| | Comment: _____ | | |
| 3. | Are the objectives relevant to your students' needs? | ☐ | ☐ |
| | Comment: _____ | | |
| 4. | Are the objectives in this domain compatible with programs you now offer or plan to offer your students? | ☐ | ☐ |
| | Comment: _____ | | |
| 5. | Do these objectives lend themselves to integration within the regular curriculum? | ☐ | ☐ |
| | Comment: _____ | | |

| Domain: Daily Living Skills | Yes | No |
|---|---|---|
| 1. Are the objectives in this domain sufficiently comprehensive? (Do they cover those skills you feel are generally important to the domain). | ☐ | ☐ |
| Comment: _____ | | |
| 2. Are the objectives in this domain clearly stated? | ☐ | ☐ |
| Comment: _____ | | |
| 3. Are the objectives relevant to your students' needs? | ☐ | ☐ |
| Comment: _____ | | |
| 4. Are the objectives in this domain compatible with programs you now offer or plan to offer your students? | ☐ | ☐ |
| Comment: _____ | | |
| 5. Do these objectives lend themselves to integration within the regular curriculum? | ☐ | ☐ |
| Comment: _____ | | |

| Domain: Occupational Guidance and Preparation | | |
|---|---|---|
| 1. Are objectives in this domain sufficiently comprehensive? (Do they cover those skills you feel are generally important to the domain). | ☐ | ☐ |
| Comment: _____ | | |
| 2. Are the objectives in this domain clearly stated? | ☐ | ☐ |
| Comment: _____ | | |
| 3. Are the objectives relevant to your students' needs? | ☐ | ☐ |
| Comment: _____ | | |
| 4. Are the objectives in this domain compatible with programs you now offer or plan to offer your students? | ☐ | ☐ |
| Comment: _____ | | |
| 5. Do these objectives lend themselves to integration within the regular curriculum? | ☐ | ☐ |
| Comment: _____ | | |

FIELD-TEST VERSION

CAREER AND LIFE SKILLS PROJECT

Individual Student Progress Record

| Goal# | Related Objectives - Performance Based | Student meets objective | Initial | | | Follow-up | | | Follow-up | | |
|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | Most (approx. 80%) of the time | Some of the time | Rarely | Most of the time | Has made no progress in meeting objec. | Has made no observable progress | Most of the time | Has made no progress | Has made no observable progress |
| 1.2 | 1.2.1 Student is able to attend and respond to others in social situations involving interpersonal communication. | | | | | | | | | | |
| 1.2 | 1.2.2 Student is able to initiate social interactions with others in classroom situations involving interpersonal communication. | | | | | | | | | | |
| 1.2 | 1.2.3 Student is able to participate in a variety of classroom work and recreation situations requiring interpersonal communication. | | | | | | | | | | |
| 1.2 | 1.2.4 Student is able to interact appropriately with individuals who are not part of his daily classroom environment. | | | | | | | | | | |
| 1.5 | 1.5.3 Student is able to control his/her body and movements in a variety of work and play situations involving movement. | | | | | | | | | | |
| 1.5 | 1.5.4 Student is able to recognize, interpret and utilize body language and gesture aids in communication. | | | | | | | | | | |
| | | | | | | | | | | | |
| | | | | | | | | | | | |
| | | | | | | | | | | | |
| | | | | | | | | | | | |

CAREER AND LIFE SKILLS PROJECT

Individual Student Progress Record
Unit 1.0 - Personal Social Skills

Student Name: _____

Instructor : _____

Assessment Dates: Initial (  ) Follow-Up (  )(  )

| Goal# | Related Objectives - Knowledge Based | Initial: Met objective as stated | Initial: Partially met objective | Initial: Made no response to Obj. | Follow-up: Met objective as stated | Follow-up: Made progress | Follow-up: Made no observable progress | Follow-up: Met objective | Follow-up: Made progress | Follow-up: Made no observable progress |
|---|---|---|---|---|---|---|---|---|---|---|
| 1.1 | 1.1.1 Student is able, when asked, to identify members of his immediate family and their relationship to him. | | | | | | | | | |
| 1.1 | 1.1.2 Student is able, when asked, to identify by name his school, class, teacher and classmates. | | | | | | | | | |
| 1.1 | 1.1.3 Student is able, when asked, to identify and locate his/her personal property in the school (locker, desk, books, etc.). | | | | | | | | | |
| 1.1 | 1.1.4 Student is able, when asked, to identify at least one personal characteristic, interest & ability which is unique to him/her | | | | | | | | | |
| 1.5 | 1.5.1 Student is able, when asked, to identify by name at least 5 major body parts and to briefly describe their functions. | | | | | | | | | |
| 1.5 | 1.5.2 Student is able, when asked, to identify at least three unique characteristics of his/her own body stature & physical image. | | | | | | | | | |
| | | | | | | | | | | |
| | | | | | | | | | | |
| | | | | | | | | | | |
| | | | | | | | | | | |